

Curriculum, Teaching and

Learning Policy

2015

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Introduction

The purpose of this policy is to set out the philosophy behind the curriculum, teaching methods, planning, assessment and monitoring cycle that can be expected by children and parents at Long Melford School. The curriculum is all the planned activities that we organise in order to promote learning and personal and social development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to help children learn how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Aims and Values

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy and computing.
- To enable children to be creative and to develop their own thinking;
- To teach children about their developing world, including how their environment and society have changed over time.
- To provide a broad and balanced curriculum that will help to prepare young people for life in modern Britain and to enable children to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education.
- To teach children to have an awareness of their own spiritual development and to understand the importance of truth and fairness and right and wrong, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and Planning

We plan our curriculum in three phases (EYFS, KS1 and KS2). We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

The New National Curriculum provides guidance on areas to be covered, the school decides the context for children's learning and within this context children learn to devise questions and design learning experiences to answer their questions. In this way children 'own' their learning and are therefore more enthused and motivated to learn

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the New National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

At the start of new topics teachers introduce an idea or a title to the class. Pupils are given opportunities to share what they already know and understand about the idea. Next they pose questions based on what else they would like to know. Some children will be able to devise inquiries about the subject. From this discussion and sharing of ideas teachers plan learning opportunities in order that children can deepen their knowledge, answer the questions they have posed and develop key learning skills. Children and their teacher may devise 'mind maps' with links to prior knowledge and new questions; these are then displayed within the classroom on 'learning walls'.

Teachers ensure that the planned learning opportunities enable coherence and full coverage of all aspects of the National Curriculum or Early Years Foundation Stage and there is planned progression in all curriculum areas. These are shown on teachers' medium term planning.

We have decided that our Curriculum 'must have':

- Strategies and activities to inspire and motivate children to learn
- Opportunities to use ICT to support learning across all areas
- Visits/trips
- Opportunities to perform – class assemblies, celebration of work, performances to parents
- Parental involvement/support
- Mixed class and age sessions
- Visiting artist/resident artists
- Theatre visits and Music Workshops
- Visits from local services/businesses – fire, police, magistrates, banks, bakery, Historical Society

- Regular visits to the Library bus
- At least one Whole School Event each year
- Opportunities for pupils to work towards purposeful outcomes with real life contexts
- Regular opportunities for pupils to personalise their learning
- Explicit teaching of Independent Learning skills (becoming a powerful learner)

Through our curriculum we teach the 'key skills' of:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

The school produces individual plans for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Quality First Teaching & Learning:

The quality of teaching is central to the whole purpose of the school as an education establishment. Just how effective teachers are will determine, in large part, how pupils progress.

Our teachers aim to deliver outstanding teaching ensuring that:

- difficult ideas and skills are taught in an inspiring and effective way;
- excellent subject knowledge enables good understanding of new ideas.
- work is fully matched to pupils' needs with challenge at all levels;
- all pupils are engrossed in their work and make better than expected progress;
- pupils use self/peer evaluations and adult feedback to improve their work;
- teaching assistants contribute to better than expected progress.

Effective teachers:

- create a stimulating school environment where all pupils can contribute fully and feel valued;
- involve children in their own learning, being responsive to pupils' interests and level of knowledge and skills;
- use flexible, inspiring, varied approaches to their teaching, ensuring that pupils' learning styles are taken into account when planning and delivering lessons;

- use strategies to ensure all children are kept engaged and included in their learning;
- teach in a way that takes account of pupils' cultural background, linguistic needs and different learning styles;
- provide pupils with opportunities to work collaboratively so that through speaking and listening they learn to respect each other and feel confident to express their points of view;
- provide pupils with the opportunity to examine critically a range of viewpoints, cultures and lifestyles, including those that may be unfamiliar to them;
- ensure that teaching resources reflect the culture and needs of all pupils;
- ensure that books and resources, which support teaching and learning, promote positive attitudes towards cultural diversity and racial and gender equality;
- encourage pupil independence;
- are reflective in their practice.

We know there is effective learning if:

- pupils are actively involved in the learning, are confident, committed and show enjoyment;
- pupils are aware of how learning is linked;
- it is sequential and in clearly defined stages;
- pupils reflect on and evaluate their understanding;
- pupils are able to be flexible in their response to new issues, select appropriate methods and can adjust to different contexts;
- pupils are able to work in a variety of different groups;
- pupils concentrate, persevere and sustain effort;
- pupils are purposefully involved in the planning of their learning and throughout the session;
- pupils can comment on their learning supported by their learning journeys;
- pupils can show evidence of their learning and the outcomes of the task and are making good progress with their assessment levels.

We aim to give children the skills to be 'powerful learners' who:

- Discover & explore new materials, situations, places, problems.
- Develop curiosity and are able to pose questions, reason, reflect, imagine, empathise, predict & hypothesise
- Are courageous & confident
- Willing to have a go & can focus on tasks
- Investigate & experiment:
- Plan, organise & are creative
- Review their learning:
- Explain, summarise, infer & judge
- Assume roles and take responsibilities alone or collaborating in teams: persevering, thinking, making links & problem solving.

Subject Specific Statements

English

English is an integral part of the whole school curriculum and has many cross-curricular links within our daily teaching at Long Melford. The teaching and application of English includes Speaking and Listening,

Reading and Writing. Becoming confident in all three areas is crucial for our children's development and social and academic progress.

Speaking and Listening

Speaking is fundamental to our pupil's learning. Pupils are encouraged and helped to speak clearly, confidently and with expression in order to communicate ideas and feelings. Children are gently corrected if they use inappropriate vocabulary or grammar. Similarly, and just as important is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening. Questioning skills, drama, role play, debating, and creative play are all ways that we aim to develop.

Reading

We believe that reading should be an enjoyable activity, and that one of the greatest gifts we can give a child is the ability to read. Our approach to reading is based on an emphasis on the teaching of phonics; once this skill is embedded, we extend and develop each child's reading skills. We dedicate time daily to teaching reading skills, during which time the children are given a range of activities that take forward their learning and comprehension. We use class novels or whole-class books which are studied by the children. We believe it is important for children of all ages to listen to adults reading, and this will be in the form of stories, poetry and different types of non-fiction materials. We encourage our children to use our library and to enjoy a wide selection of material including newspapers, magazines, home written books and online resources.

Our pupils are encouraged to take books home and share them with parents and carers. We have found that ten to twenty minutes' one-to-one reading at home with an adult can make a huge positive difference to the children. We strongly believe that it is crucial for all our pupils to read out loud with confidence, fluency and expression. For our older pupils, it is also vital that they develop stamina in being able to read quietly and independently.

Writing

Every attempt is made to ensure that pupils develop a command of basic English which includes punctuation, spelling, grammar and correct letter formation (handwriting). The children have regular lessons until their writing is fluent and joined. Children in KS1 and KS2 also have weekly spelling, punctuation and grammar sessions to support their learning on English, (See Spelling, punctuation, grammar and phonics policy)

Opportunities are provided for pupils to develop the necessary writing skills required for different purposes and audiences and the link between reading and writing is strongly emphasised.

We believe that it is important for children to learn all the different written genres and we teach them how to write in three different phases. Phase 1 - they are immersed in the text type through reading and discussion. Phase 2 - learn the necessary skills to write in the specific genre style, e.g. imperative (bossy) verbs for instructional texts. Phase 3 - the writing of the genre, first with prompts then independently.

Once a term each pupil writes in their 'Big Red Writing Book' on the whole school theme. This allows us to track their progress as an independent writer over the time they are at school with us. It is a great way for us to be able to identify with the pupils their developing strengths and areas for development. Pupils are also taught to take a pride in this book and reflect on their progress over the years.

Maths

Mathematics equips pupils with a uniquely powerful set of tools to understand the world. These tools include logical reasoning, problem-solving skills and the ability to think creatively.

Mathematics is vital on a daily basis. We use skills without even acknowledging the mathematical link and many jobs rely on an application of mathematical competencies.

Our emphasis is on learning through stimulating, challenging activities which develop children's application of their mathematical skills.

Through development of communication skills, children are encouraged to express their opinions and explain their reasoning, whilst using accurate mathematical vocabulary. In order to reach their true potential, an ethos of 'having a go' is paramount, raising children's self-esteem and extending their thinking skills.

Areas of study will include; counting, place value, knowledge of number facts, calculation both mental and written for all 4 operations, fractions, decimals and percentages, time, measure, money, shape, angles, presenting and interpreting data and algebra.

Science

Science teaching follows the New National Curriculum 2104 guidelines through a topic approach, providing a broad, relevant science curriculum for all children. We encourage children to develop a balance between knowledge and investigational skills. Active engagement in learning is encouraged and children often work co-operatively communicating scientific ideas to each other.

Basic scientific concepts are developed with the aim of helping children understand their world and encouraging them to develop a sense of responsibility towards it. Pupils are encouraged to combine interest and curiosity with a responsible attitude towards health and safety as well as respect for living things and the physical environment. Scientific ideas are applied to real life problems including those that require aspects of design and technology to solve them.

Computing

With Computing taking such a central role in the daily lives of many, we believe it is vitally important for children to be confident, safe and independent users of technology. We aim to support our pupils with learning new skills by allowing them to explore new software for themselves and encouraging them not be afraid to give things a try, whilst at the safe time emphasising the importance of staying safe. We strive to make children very aware of the details they should and should not give out on the internet, as well as what to do when they encounter a problem.

During Computing sessions, children will experience using laptops, cameras and Beebots. They will use desktop publishing, word processing and presentation software, internet search engines and tools for communication, such as email, and spend time discussing how these can be used both in- and outside of school. In order for children to be competent users of computers and other technology, we will encourage them to think about how programs work through a set of specific instructions to achieve a set goal, as well as what needs to be changed or where to look when the output isn't quite as planned!

Many of the skills used in computing - such as logical thinking, sequencing and problem solving - are transferable to a range of other subjects. We aim to equip children with the basic skills needed for them to access the technology around them in their everyday and their future lives.

History

History teaching at Long Melford School is designed to inspire curiosity and develop enquiring minds. Where possible, History is taught through a topic based approach enabling the children to become

immersed in the subject and allowing them to research their own interests and share their own knowledge and experience.

We encourage children to look at evidence and draw their own conclusions; to question and debate the thoughts of others; to explain their reasoning.

The children's learning is aided in a range of ways:

- First-hand accounts
- Artefacts, models and replicas
- Experts visiting
- Educational visits
- Research through books and on-line
- Photographs or film clips

In history, children will not only read, write and listen; they may also re-enact, build, cook and sew in order to bring the past to life. In this way children are able to see the effects the past has had on our modern lives, and how it is important for our future.

Geography

It is our aim in teaching Geography to encourage children to learn about and develop their knowledge and understanding of:

- Places, both local and global.
- Patterns and processes - both human and physical processes.
- Environmental change and sustainable development.
- Geographical enquiry and skills.
- Knowledge and Understanding of the world (Specifically related to the Foundation Stage).

We encourage the development of key geographical skills as stated in the 'National curriculum and EYFS' at an age appropriate level using enquiry and questioning about the world we live in.

Pupils learn to describe the similarities and differences between places and offer explanations for the features of some places and know how people both improve and damage their environments and the consequences of this damage. They should be able to recognise, describe and understand some of the physical and human processes which bring about change.

Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences, and a unique way of understanding and responding to the world.

It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. They learn to make informed judgements, and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers.

Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. By equipping children with the knowledge and skills to experiment, invent and create their own works of art, craft and design we instil pride in achieving finished work that is of a high standard.

Design and technology

Design and Technology helps to prepare children for participation in their rapidly changing world. Through Design and Technology children are able to combine a range of practical skills with an understanding of aesthetic, social and environmental issues, as well as industrial practices and functions.

The subject encourages pupils to become creative problem-solvers, working both as individuals and as part of a team to try and solve real and relevant problems, making positive changes to bring about improvements. They can identify opportunities and needs and respond to these by developing ideas and making products and systems.

They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. This provides them with opportunities to reflect on and evaluate present and past design and technology. The involvement of children in the subject helps them to become informed and discriminating users of products and it can also inspire them to become innovators.

Music

Music taught right across the school incorporates listening, performance, the history of music and understanding and appreciating different musical styles, as drawn from the 2014 Primary National Curriculum for music. The inclusion of music in the curriculum may be covered in a variety of ways: through the use of schemes such as 'Music Express'; as an integral part of topic learning; through individual, group or whole school performance.

In addition to music lessons, children will have the opportunity to take part in play performances, special Christian celebrations and a variety of extra-curricular musical instrument lessons. Children share in a whole class celebration of music in a regular weekly hymn practice and are encouraged to sing at the beginning and end of assemblies. Whenever possible, Y4 children are given the opportunity to take part in whole class tuition on a musical instrument.

RE

As a Church of England (Voluntary Controlled School) the Diocesan Agreed Syllabus is followed. Work in RE is centred on the Christian faith but other religions are also taught throughout the school. RE is taught as a discrete subject with a balance between learning about a religion and learning from a religion. Thinking skills are a key strategy used to develop a child's enquiry based thinking, and questioning skills.

Parents retain the right to withdraw their children from religious education. In such cases, this is done after prior arrangement with the Head teacher and alternative arrangements are made.

Worship

There is a daily act of collective worship for each child, sometimes as a whole school or in a smaller group. This is an important feature of school life and a positive focus of its ethos and values. As a voluntary controlled school, collective worship is wholly or mainly of a broadly Christian nature. We have strong links with Holy Trinity Church and the vicar visits regularly to conduct worship. We also worship in Church at least termly. Parents retain the right to withdraw their children from collective worship by prior arrangement with the Head teacher.

As part of our ethos we value the Spiritual, Moral, Social and Cultural education and provide opportunities for children to have 'reflection.' This is often delivered within RE or PHSE.

PE

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play and teamwork.

All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers.

We offer outdoor education opportunities for children throughout the school.

Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school. It is the school policy that all children should swim by the age of 11 therefore, swimming lessons are compulsory for all children.

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in appropriate PE kit.
- Children will work in bare feet for all indoor and apparatus work. Plimsolls or trainers are worn for outdoor games.
- Jewellery including earring are not to be worn. Watches should be removed.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision.

Monitoring the learning cycle

In order to ensure that pupils receive the best possible education it is necessary to evaluate the effectiveness of what is taught in school. At the beginning of the school year staff and governors will agree a timetable for monitoring subject areas. Non-contact time, staff meetings and non-pupil days can be used to monitor and evaluate pupils' learning in the agreed areas.

Who is involved and what is their role?

Staff have the responsibility of working to the planning agreed by the school and suggested by the subject leader and to assist in monitoring and evaluating by: -

- By regular assessment of pupils' work and feedback to pupils to ensure they know the next steps in their learning
- Feed back to the subject leader with examples of pupils' work.

Subject leaders have responsibility for monitoring their subject area by: -

- Supporting colleagues in Key Stage and/or individual planning
- Keeping abreast of current developments in their curriculum area through reading, courses etc and disseminating this information to colleagues
- Ensuring resources are well organised, easily accessible and sufficient in order that staff can deliver the curriculum effectively

Headteacher has the overall responsibility for monitoring the curriculum by:-

- Setting long term plans with staff to ensure curriculum coverage
- Developing planning documents and ensuring they are used effectively
- Observing in classrooms and working with members of staff
- Holding individual interviews with each teacher to discuss any relevant issues
- Efficient financial planning to ensure adequate resourcing and value for money

Governors

- Receive reports on school standards
- Receive reports on the quality of teaching.
- Compare and challenge school results to national and local achievement
- Ensure equality of opportunity
- Plan with the HT action to address issues as they arise setting realistic success criteria by which to judge progress
- To accompany school staff on learning walks and discussion with pupils to evaluate the success of actions
- Efficient financial planning to ensure adequate resourcing and value for money.

Monitoring

The implementation of this policy will be monitored by the head teacher, senior management team, subject co-ordinators and governing body.

Appendix 1 Marking and Feedback Policy

Introduction

At Long Melford C of E Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Marking is a part of the broader process of assessment, recording and reporting.

Aims

Marking complements and assists teaching and learning. Marking shows the children that the work has been valued and for a purpose. Marking serves as a tool for assessing individual and school performance. Marking should be positive and constructive and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/success criteria for that lesson. Assessment, including marking can greatly benefit motivation, confidence and self-esteem and in turn should help them to become self-critical.

We believe that we should develop a growth mind-set for ourselves and our children by emphasising the process of learning, the importance and excitement of challenge and recognising the strategies that help us to learn.

The learning objectives and/or success criteria will be shared with the pupils for each lesson, so that they understand what is expected of them. Marking should be carried out alongside the child whenever possible. Pupils will also be involved in self-assessment. Constructive feedback will be given so that children recognise the next steps needed and how to make them. All staff believe that every child can improve. Marking and feedback should be given promptly after completion of the work, including homework, so that the children are rewarded, see relevance to their learning and know what their next steps might be. Every piece of work should be recognised and marked; some pieces will require only verbal feedback where as others need detailed written comments which can be used for reflective purposes by both the child and the school.

Marking done by the teacher

Verbal

Certain activities require verbal feedback. With younger children verbal feedback is more effective than written feedback and should be completed when a child brings their work to the adult, there and then. Verbal comments will usually start with positive points and should also include one area of correction or improvement. These comments should then be recorded on the work as evidence for assessment e.g. *TT - full stops*

Written

Written marking needs to be clear and neat. Marking on work which is destined for display will remain unobtrusive. When marking draft work, the teacher needs to use a colour which stands out. A common set of symbols will be used throughout the school, to indicate how children can improve their work. The symbols will be introduced progressively, appropriate to the age and understanding of the children and will be displayed in the classroom. Spelling and presentation will be marked according to the focus of the piece of work and the teachers' expectation of each individual child. Children in Key Stage 2 should start all pieces of work with the date and title, both of which are underlined with a ruler. Where a child is able to in Key Stage 1, they should also be encouraged to do the same.

Year R

I Independent work

😊 Pleased with this work

VF Verbal feedback

Marking in green pen

Year 1

I Independent work

VF Verbal feedback

NS Next steps

. Full stops

C Capital letters

Use of marking key on some pieces of work

Marking in green pen

Year 2

i Independent work

VF Verbal feedback

NS Next steps

. Full stops

C Capital letters

Wow words |

Year 3/4

<i>My Learning Today</i>		<i>Me</i>	<i>Teacher</i>
<i>WALT:</i>		<input type="radio"/>	<input type="radio"/>
<i>WILF:</i>			
<i>Next Steps (NS:)</i> 		<i>Initials</i>	
<i>Teacher Assisted</i>	<i>TA Supported</i>	<i>Independent</i>	

Year 5/6

<i>My Learning Today</i>		<i>Me</i>	<i>Teacher</i>
<i>Learning Intention (LI):</i>		<input type="radio"/>	<input type="radio"/>
<i>Success Criteria (SC):</i>			
<i>Next Steps (NS:)</i> 		<i>Initials</i>	
<i>Teacher Assisted</i>	<i>TA Supported</i>	<i>Independent</i>	

Teachers to mark in green pens

Children and teacher will complete smiley face

Next steps – improvements eg spelling mistakes will be highlighted in orange

X and used in maths where we want children to have another go at the answer

○ Used to show where number is reversed or not formed correctly

Children to edit work in purple pen in order to see where improvement have been made.

Use of support staff

There will be times when it is appropriate for the teaching assistant to mark the children’s work, especially if they have been working with the child or group of children. They will follow this policy and provide feedback to the class teacher to enable them to complete future plans.

Marking done by the pupils

Children will be encouraged to mark their own work and assess themselves, against criteria or with prompts available to them such as marking ladders. They will need to be taught to do this. We want them to develop their self-evaluative skills. They should be encouraged to identify two successes and look for one improvement point (e.g. 2 stars and a wish) in the work.

The children will also use peer marking strategies to help to develop their understanding and skills of assessment, however children need to be taught to do this. Dialogue between the pupils should be encouraged. The children should follow the same procedures when marking another child’s work as they do when marking their own. Post it notes or purple pens may be used to identify peer marking.

Additional Methods of Marking

In the reception class the teachers focus on giving oral feedback to the children but may write a comment *with* the child or use smiley faces as an easy to understand visual assessment of the work. Staff may also write additional comments, as part of the process of gathering information for the EYFSP.

The learning objective, ability and age of the child will be taken into account when marking spelling, punctuation and grammar. Not all errors are highlighted in every piece of writing but will be noted as a future teaching point.

Corrections

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make corrections or further necessary improvements to their work. Time is given in lessons for children to review their work in light of the comments made, either with the teacher, a partner or individually. Younger children will need more adult support to improve their work.

Evidence of challenge

In order to successfully involve children in their learning, all classrooms will display

- evidence of children's 'Learning Journey'
- reminders about our Powerful Learners programme
- a STAR display to be used during speaking and listening activities (STOP TRACK ASK RESPOND);
- Working Walls

To enable children to sometimes take control of their own learning, teachers may provide opportunities for children to choose their starting points and levels of challenge, using the chillies approach.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups. The younger children receive stickers. Older children can achieve class based rewards. Achievement is also recognised by sending the child to the Head teacher or other teachers for praise. A weekly act of whole school collective worship will focus on celebrations and achievements of individual children from each class.

Appendix 2 **Agreed timetable & procedure for collecting assessment data**

1. Teachers help pupils to understand the next steps in their learning; these may be recorded directly into pupils' exercise books or included in pupils' learning journeys.
2. Teachers of Y1 pupils (and of some Y2 pupils) are required to carry out a phonic screening check in June of each year. Outcomes are reported to the appropriate national and or local authority and parents.
3. Y2 teachers are required to use SATS to inform teacher assessments that are made at the end of the school year. This data is also reported to the appropriate national and or local authority and parents.
4. Y6 pupils are required to complete statutory tests in English and Mathematics (unless they meet criteria to be exempt as detailed in the most up to date Assessment and Reporting Guidelines). This data is also reported to the appropriate national and or local authority and parents.
5. Y3, 4 & 5 teachers may use optional tests, diagnostically, to inform their end of year judgements.
6. National Curriculum attainment and progress in, reading, writing, maths is assessed by the class teacher, six times per year towards the end of each half-term. Assessments for science and speaking and listening are completed twice a year.
7. Parents receive short summary reports at the end of the Autumn and Spring Terms, and a full written report at the end of the summer term.
8. Teachers use the National Exemplification materials to standardise their judgements, and in-house moderation to make decisions about the levels of the children's work in Mathematics, English and Science AT 1.
9. Statements, Steps and Bands in English, Mathematics and Science are entered into the school IT programme 'Target Tracker' by the Class Teacher.
10. Early Years Foundation Stage information is recorded within 4 weeks of pupils starting main school: this is the baseline and this information is used as a starting point in progress meetings. Teachers use their observations to record pupils' development in learning journeys. February observations are used for discussion around progress at the midpoint of the year, June data will be the final data which is reported to parents and the appropriate national and or local authority.
11. In the Nursery, observations are recorded on entry which is informed by the 'Learning Journeys' from previous settings. Progress is monitored against criteria set out in Development Matters on at least a termly basis.
12. Each Class Teacher and Teaching Assistant meet with the Head Teacher, Inclusion Manager, Maths, English and Phase leaders, half-termly (Pupil progress meetings) to discuss pupils' progress and plans to address issues that have arisen. Class teachers are particularly required to monitor the progress of vulnerable groups of pupils, planning how to address needs in order to narrow the achievement gaps between the learners in different groups.
13. Achievement data is passed to receiving class teachers in handover meetings.

14. Governors receive attainment information in English and Mathematics termly in order to monitor and challenge standards. Data is reported to Governors by Year group, gender, ethnicity, FSM, SEN, AG&T with analysis of progress.

APPENDIX 3 – Planning requirements

- Please email your weekly overview/timetable by Monday morning to the following staff members:

Janet Tringham	Interim Head Teacher
Chris Moulton	Deputy Head & Key Stage 2 Leader
Bev King	SENCO
Hazel Fielder	Acting EYFS & Key Stage 1 Leader
Matt Vale-Smith	Maths Leader
Vicky Gentry	English Leader

- Weekly overviews/timetables need to show the Learning Intention/WALT and supporting adults.

In addition to this you may use any other planning format you choose and the amount of detail included is up to you. The most important aspect is that planning contains LI/WALT and differentiation. Please display planning in your classroom so that in the event of your absence staff covering you will know what they need to teach.