

WEST DEAN C OF E PRIMARY SCHOOL

TEACHING FOR LEARNING POLICY

Policy Review Information	
Reviewed and Agreed By	Head Teacher and Staff Working Party
Review Frequency	2 years
Policy Reviewed and Agreed	October 2017
Next Policy Review Due	Autumn 2019

Please also refer to the spelling policy

This policy is a guide to putting our school aims and objectives into practice.

It provides a base for a whole school approach to teaching for learning across the curriculum.

Contents:	
1	Rationale - we believe children learn best when....
2	Teachers' Planning
3	Feedback to Pupils/Formative Assessment
4	Summative Assessment and Evidencing progress
5	Recording Progress and Achievement, Tracking Progress
6	Reporting to Parents
7	Presentation of Work
8	Monitoring
Appendix 1 - with links from the rationale	Aims and Objectives into Practice - how we ensure children are best placed to learn well
Appendix 2	Assessment Rationale
Appendix 3	Marking Guide and Codes
Appendix 4	Learning Behaviour
Appendix 5	Calculation Progression

1. Rationale

We believe that children learn best when:

- a) There is mutual trust, respect and consideration
- b) There is a supportive relationship between school, home and other agencies
- c) Parents and adults at home work in partnership with the school adults and children
- d) They are encouraged to be independent learners working co-operatively and collaboratively with the confidence to take risks and to respect and learn from their mistakes
- e) They feel a sense of ownership and responsibility for their work, their learning and for the working environment, and are aware of their individual targets and of their strengths
- f) They know why they are doing something, have the right degree of challenge and can approach tasks with confidence, building on and applying previous knowledge
- g) The learning opportunities they experience excite, motivate and involve them and reflect their learning styles
- h) Both children and adults have high expectations culminating in quality work and experiences

In practice, these beliefs have implications for:

- ◆ The whole school
- ◆ The learning environment
- ◆ The school adults
- ◆ The home adults
- ◆ The pupils

We see ourselves as a "learning community", where adults and children alike are continually learning, developing and acquiring new skills. Adults within the school set the example by taking responsibility for their own development and are encouraged and supported in this by the leadership in the school and by their peers.

2. Teachers' Planning

Long Term Planning - Long term planning is an overview of the themes of learning within school. The West Dean Long Term Curriculum Map ensures that the children experience a wide range of learning opportunities on their journey through West Dean Primary School. It is in place to ensure coherence in the curriculum and that the National Curriculum is being delivered effectively. It is essential in ensuring that there is cross-curricular provision in place. This is important in understanding the need for children to apply their learning and make links between different skills, knowledge and understanding. This document provides opportunities for progression to be made through the school and for us to use the local area and environment, the children's and adults' interests and expertise to maximise our learning opportunities. Here, possible visits, events and visitors are detailed in order to boost our provision for the children.

Medium Term Planning - This format is required to record a termly overview. It remains thematic and is based directly on the information from the 'Curriculum Map' or Long Term Plan. This format includes key learning and bodies of knowledge for each curriculum area. It indicates proposed teaching of skills and activities which will support the learning. The planning for foundation subjects has information about activities and outcomes that are clear, coherent and appeal to a variety of learning styles. This includes a 'Topic Web' that clearly shows the links between our foundation subjects. *Content for each of the subject areas can be found in the 'West Dean I Can Statements' for the National Curriculum (2014).* These are year group specific. They demonstrate progression from the core principles outlined in the National Curriculum.

The content for each subject can be delivered on a weekly basis or condensed into a shorter project, as appropriate, to maximise learning. Here, we also detail the type of activities, the links with other curriculum areas particularly the links with Computing, English and Maths, as this is often a good way for children to apply their skills from these other curriculum areas, resulting in rich learning experiences, assessment opportunities away from the point of learning and opportunities to embed skills. For Mathematics, the White Rose Maths Hub planning documents are the skeleton used for planning *what* to teach when and details some of *how* learning will happen. Teachers use this as a guide for MTP but are able to deviate depending on the progress made by pupils and to make effective links with other subject areas.

Our school RE curriculum is based on the LEA's Agreed Syllabus 2015. Please see our RE policy for further details.

In the MTP and STP, the teachers are able to adapt planning to respond to the needs of the children. This flexibility also allows us to respond to opportunities which will motivate the pupils best.

Short Term Planning - This format is predominantly for the use of the class teacher. It facilitates high standards of teaching and learning within the classroom. It should be a useful working document that allows teachers to provide an engaging curriculum in maths and English. The planning should indicate how children can identify their next steps and challenge themselves within the curriculum. A weekly overview/timetable indicates intentions for foundation subject coverage and details when lessons will happen. For foundation subjects, as stated above, there may be no need for weekly or lesson by lesson planning, if the MTP is detailed enough.

For Mathematics and English, weekly planning is required: this states what the learning intentions are each lesson, what the adult roles are, how the learning will be differentiated for learners of different needs, how feedback will be made effective, what resources are required, how children will be grouped and the key questions which should be asked. It also makes clear how this learning links to other subjects and learning, how it develops upon previous learning and how it lays the foundations for future learning. If specific children may need to be extended or supported/ given different input and opportunities, then this is also clearly stated. Here, our flexibility allows plans to be adapted depending upon the children's acquisition of skills and their learning during individual lessons and over units of work.

For **maths**, this planning is developed from the White Rose Maths Hub, which support mixed age class planning. Teachers will deviate from this scheme as the children's needs dictate.

For planning the teaching of **English**, this is largely separated into **Reading, Writing** and **Speaking & Listening. Spelling, Punctuation and Grammar** are taught within these subject areas, as we focus on children learning through investigating and learning rules, and exploring the application of these rules. Discrete lessons may be taught for specific skills, and holistic approaches are taken whenever possible.

The school's calculation progressions are available to parents and are used to ensure a consistent approach to the teaching of number and the four operations. These documents detail which vocabulary, concrete resources, images and written methods are used to move children concrete, to pictorial, to abstract methods of calculating. They also model the progressions for single to complex calculations, to support all pupils (and all adults' supporting pupils) from YR to Y6.

Reading is largely taught in Book Club sessions (Guided Reading), where teachers group children depending on their ability to understand text. Children usually read a book/text at a level slightly more challenging than they would be able to read independently, with their group. They decode, discuss and explore to understand, consider higher order skills such as inference and deduction, whilst finding out how the use of grammar and punctuation impacts on the text and the reader. This learning is organised with at least one adult led session per week followed by independent and/or supported work which is designed to enable further exploration and consolidation of reading, and opportunities for children to have a go at writing, using the author's techniques. Planning for these sessions is carried out by careful book selection and the development of weekly key questions and follow-up activities which focus on a range of key skills and understanding. Children are grouped according to the level of text they are able to access with adult support.

Writing is largely taught in whole class lessons, although it is also taught in Book Club sessions, as stated above. Each class has a range of genres they teach during the one/two years. For each genre, children co-construct the success criteria or key ingredients for the genre with the teachers. This enables children to be clear about what a good piece of writing would look like, and to edit their and others' writing for improvement. This self and peer evaluation, shared understanding and the use of quality texts as exemplars are key aspects of planning and teaching writing. 'Cold' writing tasks are used appropriately, as a means of evidencing progress in independent work. Particularly as the children move through school, however, these 'cold', unsupported tasks are then used for children to edit and improve, so as not to waste valuable learning opportunities. We capture the children's independent work throughout the term, also capturing evidence of their skills in editing for improvement, as detailed in the feedback section of this policy.

We use a range of stimuli which enables children to have a good understanding of what they are writing about. Wherever possible, first-hand shared experience is used to achieve this: children go on class/school visits, have visitors in school, watch video clips, listen to emotive music, respond to art work and read quality texts etc. A key aspect of developing quality writing is our focus on short burst writing, where children collect words, develop phrases, explore the use of punctuation and grammar together, until they have some ideas and examples which they may then develop in their writing.

When children write, they are enabled to evaluate their writing for improvement using a range of strategies detailed in the assessment and feedback section below.

3. Feedback to Pupils/Formative Assessment

Immediate feedback to pupils is the most effective. These methods include:

- The teacher or additional adult offers verbal and/or written feedback during a lesson, whilst working with groups or individual pupils. Children are encouraged to respond and this may be recorded in the books in writing by the pupil or teacher, depending on the age and stage of the child
- The pupil evaluates his/her own work against agreed success criteria, which the children may have been involved in designing/co-constructing with the teacher
- The pupil receives feedback from a peer or group of peers, against success criteria or with clear expectations regarding learning outcomes
- The pupil engages in an activity on a tablet/laptop where the children's input is immediately scored, with progressively trickier activities for the pupils to engage in as their skills develop

Where immediate feedback is not possible, the teachers provide feedback as soon as possible, in a method appropriate to the child's age and stage. This is often achieved by 'marking' work.

See the marking guide: Appendix 3

Objectives for Marking work

- To promote regular means of communication with pupils about their individual progress in a form that is comprehensible and able to be clearly understood by the individual pupil.
- To ensure that all children are encouraged to a higher standard of achievement.
- To develop their self-confidence and raise their self-esteem.
- To increase motivation and further effort by praising achievement.
- To value the 'effort' put in by children.
- To assist children by setting clear targets to focus on aspects of work where further development is needed.

- To provide the teacher with feedback on how well the pupils understood the current work.
- To enable the teacher to make judgements about the pupil's attainment.
- To support the evidencing and explanation of progress and achievement.
- To inform planning.
- To evidence the impact of teacher input on learning, for the school and for outside agencies.

Implementation of Marking.

- Where possible marking is done with the child. Where this is not possible then the marking is ideally done before the child next uses the exercise book/sees their work.
- Children are encouraged to be "first markers" and check their work before the teacher comments or marks.
- Children will, where appropriate, carry out the 'star and a wish' type marking practice on their own - and their peers' - work.
- Most marking and feedback is designed for pupils to take their next steps in learning, but these teacher comments also serve to inform other staff and parents, moderators etc about the context and level of independence of the outcomes. Visual cues and systems such as stars, wishes and question marks for praise-worthy aspects, areas to work on and extension questions : Tickled Pink and Green for Growth etc pens and highlighters are also used. In addition to the symbols, staff will provide written formative comments, designed to enable the child to be sure about the progress they are making and how they can best improve
- For younger or less able pupils, staff annotate children's work as it is filed away, where record needs to be made about the level of independence, dispositions etc for a particular piece. Staff do not give written feedback to pupils after a lesson as this is not felt effective. Children's next steps/targets are recorded as class/group lists for the class teachers and TAs to refer to and are communicated to the parents.
- Marking provides a formative assessment record and is used to inform planning.
- Marking reflects the learning intention/key aspects of the activity wherever possible.
- All pieces of written work should have an adult acknowledgement: this could be a tick and initials so that we can tell which grown up has supported or seen the work. It could, however, be a dialogue between the pupil and adult, which moves the learning on. Supply or cover teachers will adhere to this policy and their initials will indicate marking other than by the school staff.
- It is the role of the school adults to define and prioritise the type and amount of feedback, to ensure it is effective.
- *Our feedback colour coding of 'green for growth', 'tickled pink' and 'purple for polishing' will be adhered to whenever possible. We are, however, realistic and accept that there may be occasions where work is 'marked' and these colours are not available.*

Developing Children's Writing through Feedback

- During the writing process, school adults intervene to ensure children are 'on the right tracks', to encourage them to read their writing as they go along and to consider the

quality rather than the amount of writing. During an 'independent writing' session, school adults will **still** intervene in the writing process for targeted pupils, unless a summative assessment is taking place.

- We expect to see some developmental feedback and response in **all** pieces of writing.

Developing Children's **Maths** through Feedback

- In maths, as in all subjects, we value the process of learning as well as the finished outcomes or answers.
- We encourage children to use a variety of strategies and recording methods, including pictorial and diagrammatical.
- Children do all their work in pencil and, when they have been doing 'working out' they may put a 'think bubble' around their working and write their answer clearly. In some classes, the answer will be underlined. This enables us to give feedback on the process as well as the answer.
- Adult feedback encourages children to try new methods, check answers and spot their mistakes.
- Adults pose questions to extend and check understanding
- Adult feedback may also simply correct something although we endeavour to engage the child in a dialogue to improve their work whenever feasible.

4. **Summative Assessment, Evidencing Progress**

- The most valuable evidence is the learning outcomes, which will be extremely varied: children may ask questions, respond orally to questions, make comments, take part in role play, collaborate, sing, take pictures and they may also produce 'written' evidence in books, leaflets, using technology etc. These are collected throughout the year.
- Work in foundation subjects is found throughout all children's work, as we follow a holistic and cross-curricular approach. We 'signpost' this evidence in a selected set of books, as an example of our work, using post-its. This helps to develop a common understanding of standards over time in each year group, for our Foundation Subjects. These sign-posted pieces of work include samples of pupils' work at each stage, and some work that may have elements of more than one 'age appropriate expectation'.

Teachers' overall judgements about the work of individual pupils is made against Age Related expectations in the National Curriculum, and assesses whether children are working:

- Below national standard (usually SEN pupils)
- Working Towards national expected Standard (WTS)
- At Expected national Expected Standard (EXS)
- At Greater Depth within national expected Standards (GDS)

These judgements are made using professional teacher assessments using all the children's work in that area, rather than a narrow selection or test.

- National Key Stage One and Two Performance Descriptors
- National Key Stage One and Two Exemplification Materials
- Chichester Locality Key Stage One and Two Exemplification Materials
- Participating in meetings about reaching a common understanding of standards. E.g. in house, GAS and locality standardisation and moderation activities
- Understanding national expectations for all year groups
- West Dean exemplification materials, which are constantly updated to remain current.

5. Recording Progress and Achievement, Tracking Progress

Schools are required to know and state whether children are working at national expectations by the end of each Key Stage using the following terminology:

- Working Towards national expected Standard (WTS)
- At Expected national Expected Standard (EXS)
- At Greater Depth within national expected Standards (GDS)

In Reading, Writing and Mathematics, in July and in February, we assess and record whether a child is 'on track' to meet these expectations or not. At the end of the year, for YR, Y2 and Y6 pupils, the end of Key Stage judgments are made. The school fulfils the national testing requirements for Y2 and Y6 pupils.

Our assessments are standardised and moderated with the locality of schools and with the Local Authority. We use national exemplification materials to support this process.

For Y3, 4 and 5 pupils, the school is starting to use a summative assessment in July: the NFER assessments are published tests which will give us standardised scores and a further piece of information to aid tracking. We also use tests such as these in a formative way to aid planning children's next steps. We view this as useful practice for the children, prior to Y6 testing. There are no tests for writing and we use the teacher assessment resources and moderation processes to ensure our judgments are sound.

A variety of summative assessments and tests may be used to support the teacher assessment, particularly in Y2, where we report our teacher assessments to parents and the local authority as is required statutorily. In mathematics, teachers may use the termly assessments produced by the White Rose Maths Hub, in order to see how well children have understood the learning for the term and to identify next steps for teaching.

Tracking of progress in the foundation subjects is done by sampling work from the pupils and using the teachers' professional judgments, based on their knowledge of the pupils' outcomes.

6. REPORTING to Parents

We report on children's progress formally and informally throughout the year, engaging the parents in the process and ensuring that we work together in the children's interests. We aim to ensure parents know if their child is working at expected standards, at greater depth, or working towards expectations. Most importantly, we work with parents so that we all -parents, carers, pupils and staff - have a shared understanding of how to progress and what the next steps are. This enables us to work together to maximise learning, with support from home in partnership with the classroom work.

Our reporting fulfils statutory requirements. Electronic reports are given annually to parents: we highlight achievement, progress and attitude to learning as well as indications of areas for future developments. These reports are built up during the year so as to demonstrate progress through videos, pictures and examples of work, as well as pupil, teacher and headteacher comments. Oral reports are given to parents through formal Parent Meetings/Consultations and through informal meetings where needed or requested.

Parents and home adults have access to the learning expectations within the National Curriculum for their child's year. This enables parents and staff to have a shared understanding of the national expected standards and forms the basis for discussions about whether a child is 'on track' to meet expectations. These are on the school website. Parents and carers are invited into school every Wednesday for fifteen minutes after school to see their children's work, as well as open mornings, information workshops and coming into class assemblies and the open classrooms following assemblies.

Reports to Parents use the Foundation Stage Profile as a basis to inform progress against the Early Learning Goals, the National Curriculum for Y1 - 6 pupils, as well as SATs/Test results records for Year 6 and Year 2 and NFER results for Year 3, 4 and 5.

Implementation of Reporting:

Autumn and Spring Term:

Parents' introduction to class meeting and parents' consultation for all year groups, with an opportunity to view the electronic report books as they are developed throughout the year.

Summer Term:

The Electronic Report Books are sent to parents as a summary of progress and attainment throughout the year.

We also assess and report on children's **Learning Behaviours**: these behaviours were developed during our initial work on metacognition during 2013/15 and from our Fantastic Elastic Brain Show. This focus on learning behaviours is a key feature of learning at West Dean.

7. Presentation of Work Policy

Our expectations of pupils' presentation vary depending upon the age and stage of development of the child. We do, however, have some common expectations throughout school:

- All pieces of work will be dated (by the child or adult)
- Work on paper rather than in books will be named and stored in a folder or somewhere accessible and specific to each child
- From Y3 upwards, dates and titles will be underlined
- Errors will be crossed out with a single pencil line: this will be drawn with a ruler from Y3 upwards
- Handwriting will be neat and joined (unless the children are engaged in note-taking or similar activity)
- Each class will adhere to its 'non-negotiables' in terms of content and presentation: children will be encouraged not to seek adult input unless they have first checked their 'non-negotiables'. These non-negotiables are shared with the children and displayed in classrooms.
- Books will be kept neat, clean and tidy: children will not doodle or scribble inside or on the cover of books

8. MONITORING and EVALUATION of LEARNING and TEACHING

Teaching and learning at West Dean is monitored by the staff team and governors.

The governor activity plan for each term details the most formal **monitoring and evaluation** of standards, learning and teaching. Each Autumn term, the Local Authority advisor visits the school to review the teaching, learning, standards and progress. This focuses on each year group as well as the End of Key Stage information. Test and assessment results, trends over time, provision and achievement compared with other schools and the performance of groups within the school are analysed. The school prepare for this by analysing the data and studying

progress over time for all the individuals and groups, for girls/boys, SEND/Non SEND, Pupil Premium eligible, ESL, Able and for each cohort. This Gap Analysis is used throughout the year and links to the school's development plan and the appraisal objectives. The school also feeds back the finding of other monitoring activities as detailed below.

Each term, governors support the Headteacher and staff team in visiting the lessons and school to observe learning and teaching, scrutinising books and planning, interviewing children, taking part in staff meetings and INSET, and talking to staff and parents. The focus of this monitoring is heavily weighted towards Reading, Writing (including spelling, punctuation and grammar), and Mathematics. Foundation subjects are monitored by staff meetings to share the portfolios of work which exemplifies the learning in each class. Feedback is given to staff in staff meetings and to governors in Governing Body meetings, which teaching staff attend as appropriate.

Governor visits also facilitate them knowing the school well as they attend class assemblies, further examples of the children's work and approaches to learning are evidenced. They also support on visits and tournaments to gain additional insight.

The Headteacher and subject leaders also visit the classrooms on an ad-hoc basis to ensure that we are all aware of the learning throughout school.

The final evaluation of the year's work occurs during the Summer term and in the INSET day, when all the monitoring, analysis and consultation findings are used to inform the WDDP (West Dean Development Plan) for the coming years. The actions of the year ending are evaluated and new plans made. The key focus of any areas for development is the positive impact our actions will have on the learning of the children.

Through this methodology, we aim to constantly improve the provision for the learning at West Dean, for children and adults alike.

Policy Reviewed October 2017

Next review date Autumn 2019

West Dean C of E Primary School

APPENDIX 1 - How we ensure that children learn to the best of their ability

a) Children learn best when there is mutual trust, respect and consideration

Implications for the whole school:

- All who work in our school should try to be supportive, friendly, caring and demonstrate mutual respect
- Expectations of behaviour are clearly understood by all and children and staff respond positively to each other at all times
- There is mutual respect for personal property
- Children will be encouraged to show a caring and helpful attitude to each other
- Good manners and courtesy will be positively reinforced
- Visitors should be made to feel welcome

In the learning environment there will be:

- Opportunities for children to be trusted to work independently outside the classroom
- Equipment and resources which can be accessed by the children who will be responsible for their care and return

Teachers and teaching assistants will ensure that:

- They give opportunities for the children to feel that they are trusted and respected
- The children feel that their opinions and ideas are considered and valued

b) Children learn best when there is a supportive relationship between school, home and other agencies

Implications for the whole school:

- Parents will be welcome in school and feel that their opinions are valued
- Parents will be encouraged to become involved in their children's learning
- Every opportunity will be taken to foster a good partnership between staff and parents
- Provision will be made for effective communication with parents and other agencies involved in the child's care
- Parents are valued for their support of the individual child and the whole school
- Pupils, parents and the school agree, sign and implement the Home School Agreement

In the learning environment there will be:

- Opportunities for parents to help in school
- Opportunities for parents to share their talents and interests with the children to enhance their learning
- Value given to the children's out of school activities and achievements
- Opportunities for parents to support the children's learning both in and out of school (e.g. assemblies, and homework)
- Opportunities for parents to support their children with their individual learning targets
- Learning Journals available for parents of pupils in all year groups to ensure they are aware of the national and West Dean End of Year expectations for their children

Teachers and teaching assistants will ensure that:

- Parents are given opportunities for regular consultation about their children during parents evenings and more informally when appropriate
- Parents are kept informed of their child's individual learning targets
- Parents are aware of classroom routines, organisation and main areas of study
- Children's out of school activities and achievements are valued

c) Children learn best when they are encouraged to be independent learners working co-operatively, collaboratively and creatively with the confidence to take risks, and to respect and learn from their mistakes

Implications for the whole school are that:

- Positive Learning Behaviours are taught, recognised and celebrated, following the school's ethos of developing 'Fantastic Elastic Brains'
- Resources are accessible, clearly organised and are of good quality
- There is a respect for developing levels of independence throughout the school
- Self-motivation and independent learning are actively promoted
- Children's differing learning styles are recognised and accommodated
- Independent learning, building on previous knowledge and experience is positively developed

In the learning environment there will be:

- Opportunities for the children to know their classroom well enabling them to be independent of the teacher
- Appropriate and well organised resources readily available for children's independent use in support of their learning
- Flexibility in groupings and seating arrangements to allow children to work co-operatively and collaboratively

Teachers and teaching assistants will ensure that:

- The ethos and atmosphere is conducive to learning
- Every opportunity is taken to involve children in their learning and to reward good use of initiative
- Children are encouraged to take risks with their own learning in a secure environment
- Children are encouraged to recognise their abilities and to strive to do their best
- They remain patient and allow children to make errors as part of their learning, before interrupting
- Opportunities are provided for collaborative work, independent of the teacher
- They are aware of children's different learning styles and the teacher's planning reflects this
- Children's interests and opinions are sought to encourage engagement and motivation

d) Children learn best when they feel a sense of ownership and responsibility for their work, their learning and for the school environment, and are aware of their individual targets

Implications for the whole school are that:

- The immediate surroundings of the school and local people are seen as valuable resources
- Appropriate and stimulating resources and ideas are shared and reviewed
- The children are aware of their responsibility and contribution to the school and wider community

In the learning environment there will be:

- Accessible banks of resources books, laptops, pc's, access to the internet and artefacts which are built up and used correctly
- Resources which should be monitored regularly
- Displays which should be informative, stimulating and interactive where appropriate
- Opportunities for the children to extend their learning outside the classroom
- Opportunities for children to organise learning activities and clubs for the mutual benefit of all

Teachers and teaching assistants will ensure that:

- They have a clear and concise knowledge of the learning intentions
- The work planned builds upon what the children know and understand and reflects their needs and interests
- They have clear expectations of task, pace and appropriate intervention strategies
- They make children fully aware of the learning intentions and expectations in terms of quantity and quality of work produced
- Children are involved in formulating and reviewing their individual learning targets
- A sense of ownership and responsibility can be achieved by providing opportunities for problem solving and brainstorming

- They provide opportunities for children to follow their own lines of enquiry, through investigations and first-hand experience
- Time is planned for feedback and reflection
- They value children's out of school learning and achievements

e) Children learn best when they know why they are doing something, have the right degree of challenge and can approach tasks with confidence building on and applying previous knowledge

Implications for the whole school are that:

- Children have a clear understanding of why they are doing something
- Children should perceive tasks as reasonable in relation to their ability, needs and time available
- Children should be involved in and mindful of their individual learning targets and needs, and have an awareness of how to improve.
- Children should have the confidence to take risks and 'have a go'
- There is affirmation of children's thoughts and ideas
- There are clear and consistent routines throughout the school
- All curriculum planning is age and development appropriate

In the learning environment there will be:

- Opportunities for children to participate in planning, researching and presenting work within an area of study
- Good quality resources to support, extend and promote learning opportunities
- Opportunities for the children to tell other people what they are doing and why they are doing it

Teachers and teaching assistants will ensure that:

- Work builds on previous experience and is relevant, on-going and purposeful
- Work planned is differentiated and relevant to the child
- They explain clearly the purpose and expected outcomes of the task
- They offer timely reminders, support and encouragement

f) Children learn best when the learning opportunities they experience excite, motivate and involve them and reflect a range of learning styles

Implications for the whole school are that:

- Learning at all levels is regarded as exciting, motivating ...and fun!
- Children are prepared for learning through a range of "accelerated learning" techniques, such as appealing to a variety of 'learning styles'
- There is planned use of the immediate locality as a learning resource

- There is planned use of visitors to the school as a learning resource and to enhance the children's learning experience
- All children are involved in a wide range of exciting challenges and experiences, regardless of age or ability, through careful, differentiated planning appropriate to age and experience
- Resources and displays are up to date, in good condition and attractively displayed
- Every opportunity is taken to involve children in planning and developing their interests

In the learning environment there will be:

- An appropriate range of regular routines such as Brain Gym, music, etc
- Access to water and fruit
- Access to a wide range of play equipment at playtimes which promotes co-ordination, stamina, co-operation and skill
- A wide range of teaching resources and methods used to keep lessons 'fresh' and exciting
- Opportunities to use ICT to enhance learning
- Flexible classroom organisation to allow for a variety of teaching methods and groupings of children
- Displays which challenge thinking and encourage questioning, and celebrate excellent work
- Planned opportunities for cross-curricular work which is both relevant and meaningful, and gives children a real reason for completing tasks
- Planned opportunities for whole days or weeks with a particular curriculum focus, which allows time for children to thoroughly explore and complete tasks individually, in class groups or as a whole school
- Opportunities to extend learning outside the school day using outside expertise.

Teachers and teaching assistants will ensure that:

- They are enthusiastic, motivated and well informed both about the curriculum being studied and also the needs of the children
- Take every opportunity to involve children in planning and presenting their work
- They plan a range of practical and stimulating tasks, working where possible from the children's interests and enthusiasm
- They motivate and involve the children even in more mundane and routine tasks through positive feedback and encouragement
- Celebrate the children's success and appreciate the 'excitement of achievement'

g) Children learn best when both children and adults have high expectations culminating in quality work and experiences

Implications for the whole school are that:

- Adults and pupils are able to recognise excellence when they see it
- Children are expected to do their best at all times
- Whatever the ability of the child their best efforts and their own excellent work are recognised and celebrated
- There are opportunities for children to share and celebrate their good work, with pupils, parents and staff, in regular class assemblies

In the learning environment there will be:

- Time to share and appreciate good work
- An atmosphere conducive to quality work
- An ordered, cared for and stimulating environment
- Quality work well mounted and displayed
- Quality resources which are well organised, accessible and relevant

Teachers and teaching assistants will ensure that:

- They endeavour to be good role models
- They show an interest in and respect for children's work
- They respond to children's work in an appropriate way with a balance of praise, challenge and ideas for improvement
- They promote a process of planning and improving
- They have clear and consistent expectations of standards, behaviour and effort
- The children are helped to set appropriate and challenging targets for improving their work or behaviour
- Displays and the working environment are checked, up-dated and tidy

APPENDIX 2

Assessment Rationale

Good assessment:

is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their own progress and that of their peers.
- Assessment develops the capacity for self-assessment (ipsative assessment)
- Assessment is a key professional skill which is built over time through working alongside other teachers and sharing judgements

is fair and honest.

- Assessment is inclusive of all abilities.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment is constructive and sensitive
- Assessment judgements are moderated by experienced professionals to ensure their accuracy and to ensure we are working in a similar way to other schools.

is ambitious.

- Assessment places achievement in context against national expectations
- Assessment provides, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for all learners whatever their ability.
- Assessment promotes an understanding of goals and success criteria

is appropriate.

- Assessment should be carried out with a clear understanding of the purpose.
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- Assessment methodology must ensure that the outcomes justify the time and energy spent on the procedures.
- Assessment supports comparisons with other schools, both locally and nationally.

provides meaningful and understandable information for:

- pupils in developing their learning and in fostering motivation;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.
- school leaders and governors in planning and allocating resources; and
- external agencies such as the government, Ofsted and the Local Authority.



The most important form of assessment and recording is the formative assessment carried out each lesson: the questioning, the observation, the scaffolding of learning to enable success, the design of the learning to enable children to take their next steps, the sharing of success criteria with children and equipping children with the confidence, learning behaviours and skills to challenge themselves.

Examples of Summative Assessments include occasional spelling/mental maths tests, NFER tests, SPAR spelling tests. These provide quick feedback to staff and pupils about their progress in specific areas against specific goals, and allow tracking in these specific areas.

Appendix 3. Marking Guide and Codes

Writing


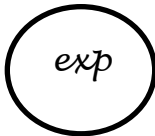

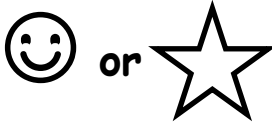

This is our feedback guide for writing. We use it, as appropriate, with children of all ages and stages. Children use this as well as adults. We always try to talk to each other about the feedback as we write it. Sometimes our feedback is just oral, sometimes just written and sometimes both at the same time.

Oops! Take another look at this....	Code or symbol
Missing punctuation or word	^
Check the punctuation	Ⓟ
Check the spelling	ⓈⓅ
Check the grammar . Are the words in the wrong order, or do you need different words?	ⓖ
New paragraph needed	//
This is where you need to check (wiggly underline)	
Something to read and respond to	
Great writing	😊 or ★
Pink adult writing	Tickled pink Something was super
Green adult writing	Green for growth Something could be better

Purple pupil writing	Purple polishing pen: this is the part which has been edited for improvement by the author
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Maths

This is our feedback guide for maths. We use it, as appropriate, with children of all ages and stages. Children use this as well as adults. We always try to talk to each other about the feedback as we write it. Sometimes our feedback is just oral, sometimes just written and sometimes both at the same time.

Oops! Take another look at this....	Code or symbol
Missing digit or number	^
Check this	
Explain your thinking a little more	
Something to read and respond to	
Great aspect of maths (simple comment if required)	
This is where you need to check (wiggly underline)	
Pink adult writing	Tickled pink Something was super
Green adult writing	Green for growth Something could be better
Children correct their work in pencil near the marking code	

Fantastic Elastic Brains

....persevere

....are independent

....collaborate

....create

....are curious

....join up their thinking

....love a challenge

....think bigger