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Learning and Teaching Policy for Blackboys Church of England Primary School

(Including Handwriting Policy, Marking and Feedback Policy and Assessment Policy)

In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small, but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

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Learning and Teaching Policy

At St Thomas à Becket Church of England Federation (which is referred to as the Federation in the rest of this document) we are committed to making the best possible provision for our pupils, in order that they may achieve their full learning potential.

The Federation's prime focus is on **Learning** and **Progress**; to know more and remember more. We aim to equip the pupils with the language to talk about their progress, strengths, skills and areas for improvement. We recognise that the use of effective feedback has a high impact on pupil achievement and learning.

Our focus on **Learning** and **Progress** is underpinned by our Vision as a Church of England Primary School. It is expected that children will "be the best that they can be", while "living life in all its fullness (John 10:10)". In terms of **Learning** and **Progress** this will be evidenced by children striving to show visible progress in their work, enjoying challenge and showing pride in their learning and that of others. The Blackboys Learning Code acts as a framework to help pupils, staff and carers. The House Point System acts as a reward.

With this in mind, the principles of the Church of England Vision for Education has guided School Leaders in the creation of this policy, particularly strands on "**Wisdom, Knowledge and Skills**" and "**Hope and Aspiration**". Our Key Principles for Learning and Teaching are rooted in biblical theology.

We want our pupils to:

- Regard learning as an enjoyable experience
- Become independent, confident learners who reflect on and better their learning through resilience, reflection and resourcefulness.
- Feel safe and be willing to take risks.
- Keep the curiosity and questioning approach to life and learning
- Share and work co-operatively
- Regard the rest of the world as an adventure and other cultures and beliefs as valuable ways of living
- To embrace the Blackboys Learning Code (See Appendix One)
- Be enterprising individuals who contribute to their communities and our society

Our Curriculum

We strive to offer a broad and balanced curriculum through teaching the content of the National curriculum in a creative and exciting way. We are flexible within these structures to ensure **total inclusion** and a curriculum which matches the needs of all. This is just as important for those children with the potential to be working above their age related expectations as those who are vulnerable to underachievement.

Our curriculum:

- is in line with all statutory requirements from September 2014
- is creative, broad, balanced and organised. It has been designed to provide coherent, sequential learning where links are made to prior and future learning
- is knowledge based and in RE, History, Geography and Science is enquiry led.
- allows for discrete subject teaching within a structured curriculum map.
- demands the teaching of English and Maths daily and ensures that these skills are reinforced in other areas of the curriculum.
- is accessible to all through an inclusive approach to learning
- sets children off on the path to becoming forward thinking
- involves “expert coaches”; groups or individuals who can deepen the learning experience for our pupils, sometimes in the form of outdoor learning or trips.
- creates a buzz and excitement so the children develop a lifelong love for learning
- provides an appropriate level of challenge, that allows children to grow
- develops lively, enquiring minds that think creatively
- realises the children’s potential to be active, adaptable citizens in their local and global community

To ensure consistency we have made a whole federation decision that the following should be seen/being used in our schools:

- Our Teaching and Learning Guidelines Document or Playbook, based on the EEF’s 5-a-day principles. See Appendix 3
- Role Play and Structured Play allowing staff to play alongside pupils and develop their learning especially in EYFS
- Time for reflection- ‘Stop and spare a thought’
- Inclusive classroom organisation – e.g. labelled and accessible equipment.
- Inclusive Strategies to support pupils’ Speech, Language and Communication Needs
- Inclusive teaching strategies (promoted by the Inclusion Development Programmes and the Federation's Equality Policy)
- Dyslexia Friendly teaching strategies and resources
- The explicit teaching of subject specific vocabulary
- Stimulating and exciting environments and supportive learning displays
- Planned opportunities for Outdoor Learning and visits
- Open ended questioning techniques
- Visual Timetables
- French in Key Stage 2
- New technologies
- Enquiry Approach

Key Principles

At the Federation, we believe pupils learn best when:

- learning activities are well planned, ensuring rapid progress in the short, medium and long term.
- children learn best when teaching and learning enthuses, engages and motivates, and when they foster their curiosity and love for learning.
- assessment informs teaching so that there is provision for support and extension of learning for each child.
- the learning environment is ordered, the atmosphere is purposeful, and children feel safe.
- there are strong links between home and their school, and the importance of parental/carer involvement in their children's learning is encouraged, recognised, valued and developed.

Key Principle 1:

Children learn best when learning activities are well planned, ensuring rapid progress in the short, medium and long term.

*“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.”
Jeremiah 29:11*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ effective modelling of expectations
- ✓ focussed learning activities with clear objectives and outcomes
- ✓ the journey of the learning, from starter to outcome over a period of time.
- ✓ progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- ✓ work is planned, both termly and weekly (three plans: foundation and science, English and mathematics), and electronic plans are filed each week for shared reference (on the staff drive: staff only/planning) (Daily plans used for Class 1)
- ✓ they engage in Continued Professional Development.
- ✓ planning is appropriate for the age range and includes extension for the quicker graspers and support for those who need it.
- ✓ planning files will be monitored by Headteacher and subject leaders and feedback given.
- ✓ plans are amended as necessary as the week progresses following assessment for learning. They are available for anyone teaching in the class.
- ✓ termly and weekly plans adhere to the progression of skills and distribution of

knowledge found in the Curriculum Map.

- ✓ support staff are given copies of or access to the weekly plans
- ✓ planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.
- ✓ planning ensures that pupils can make direct links with the wider world.
- ✓ children who are ready to move on in their learning are given the opportunity to do so. There is no "one size fits all" teaching.
- ✓ pupils are able to make links across areas of the curriculum.
- ✓ plans are shared with parents once a term and that they receive a copy of a medium term planning grid. These documents are also available of the school's within the Federation websites.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ✓ there are Curriculum Maps in place that are broad and balanced and is revised as necessary.
- ✓ subject documents such as unit plans or learning pathways are in development.
- ✓ a monitoring cycle is in place to support the progress of individuals and groups of learners in subjects: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks.
- ✓ Concepts for science and foundation subjects will ensure links are made between year groups to provide a depth of continuity.

Key Principle 2

Children learn best when teaching and learning enthuses, engages and motivates, and when they foster their curiosity and love for learning.

*"Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver."
2 Corinthians 9:7*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ teaching that supports the development of skills and knowledge, making learning accessible and motivating for children.
- ✓ learning-activities will be planned to enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and learn more when faced with challenge.
- ✓ a pace of learning that is optimised for progress.
- ✓ children's home-learning being valued.
- ✓ children learning and working independently, but able to cooperate positively should the task need it.
- ✓ children enjoying their learning.
- ✓ use of concrete apparatus and models where appropriate.

TEACHERS WILL MAKE SURE THAT:

- ✓ well-judged and effective teaching strategies successfully engage pupils in their learning.
- ✓ subject knowledge is well researched, relevant and age appropriate.
- ✓ pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems and those who are not sufficiently fluent with earlier material will consolidate their understanding through additional practice, before moving on.
- ✓ they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- ✓ well framed questions, knowledgeable answers and the use of discussion, promotes deep learning.
- ✓ wherever possible, children are writing for a purpose.
- ✓ they ensure an appropriate ratio of whole class teaching to learning-activity in their teaching.
- ✓ appropriate home-learning is set to nurture children's enthusiasm and curiosity and develop their understanding in areas under study.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ✓ learning effort, outcomes and attitudes, both within schools in the Federation and at home, are celebrated regularly in public forums such as Celebration Assemblies, Newsletters, Cup Assemblies and through our websites and social media. House Points are given to reward good learning and good work.

Key Principle 3

Children learn best when assessment informs teaching, so that there is provision for support and extension of learning for each child.

"Having gifts that differ according to the grace given to us, let us use them." Romans 12:6

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ children using frequent and accurate feedback from teachers, both oral and written, to improve their learning – e.g. *redrafting writing, one-to-one work with the teacher.*
- ✓ children who are motivated to learn through activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best.
- ✓ children with specific learning needs receiving support at the time and level it is required to optimise their learning.
- ✓ pupils supporting one another where appropriate.
- ✓ testing is used to measure progress and, through Question Level Analysis, spots strengths and weaknesses in a cohort or individuals.
- ✓ pupils using success criteria and learning models to self and peer assess

- their work.
- ✓ independent learning, where children are fully aware of what they need to do to improve.
- ✓ mastery learning which focuses on problem solving, applications of principles, analytical skills, and creativity.

TEACHERS WILL MAKE SURE THAT:

- ✓ the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback.
- ✓ marking is frequent, regular and accurate, providing pupils with very clear guidance on how learning-outcomes can be improved.
- ✓ the agreed marking code is used consistently
- ✓ they have high expectations for all children and scaffold down to ensure all children achieve the learning objectives.
- ✓ they keep agreed assessment records (Reading Records, Phonic Tracker Sheets, WAC sheets, test results) and submit data three times a year to enable Pupil Data Tracking (reading, writing, mathematics, RE and PSHE. Other subjects when developed.)
- ✓ they are informed of next step in learning in pupil progress meetings six times a year.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ✓ there is an Assessment Policy in place that ensures consistency of practice.
- ✓ there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources.
- ✓ there is an Inclusion Team to support members of staff, children and parents in their teaching and learning, providing advice and intervention where necessary.

Key Principle 4

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

*"I know that you can do all things; no purpose of yours can be thwarted."
Job 42:2*

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ an atmosphere of mutual respect between adults and children.
- ✓ children are safe to have an idea, give an opinion, be wrong, make friends.
- ✓ children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. (see PSHE curriculum map and resources)
- ✓ children's high self-esteem, with all children feeling valued and secure.

- ✓ clutter free, purposeful classrooms and shared areas.
- ✓ the school learning code, vision and values.
- ✓ challenge, and children taking up a challenge.
- ✓ children's work displayed around the classroom and their school for others to appreciate and admire and to show progress of current cohorts.
- ✓ organisation of classroom routines and resources to optimise learning.

TEACHERS WILL MAKE SURE THAT:

- ✓ they teach children how to behave well.
- ✓ behaviour for learning encourages progress.
- ✓ they employ positive strategies for managing children's behaviour that help pupils understand the Federation's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the Federation's Relationships and Behaviour Policy, and these are applied fairly and consistently.
- ✓ good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner.
- ✓ children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies in line with the School Learning Code and House Point system.
- ✓ classrooms are productive and purposeful spaces.
- ✓ any feedback will be constructive.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- ✓ a clear Behaviour and Relationships Policy is in place and all adults working in the Federation have a complete understanding of its content so that it is applied fairly and consistently across the whole Federation.
- ✓ high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and members of staff.
- ✓ safeguarding procedures are in place and are followed consistently.
- ✓ There is a consistent expectation of high quality display throughout the schools within the Federation. This includes backing paper or ideally hessian, border, bordered work, title and explanation.

Key Principle 5

Children learn best when there are strong links between home and their school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Never forget these commands that I am giving you today. Teach them to your children. Repeat them when you are at home and when you are away, when you are resting and when you are working.

Deuteronomy 6:6-7

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ children's home-learning being valued, both work resulting from tasks and activities set by the teacher and work occurring independently of the school.
- ✓ parents who engage with school events associated with learning i.e. Phonics workshops.
- ✓ a website which supports learning at home.
- ✓ Recognition for the use of Mathletics TT Rockstars and Purple Mash websites.

TEACHER'S WILL MAKE SURE THAT:

- ✓ feedback about the pupils' attitude to home learning is discussed in the first parent consultation of the year.
- ✓ parents know how they can support their child's learning at home or in their school through subject specific workshops.
- ✓ they are approachable and available to parents (by appointment if necessary).
- ✓ information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter or email.
- ✓ parents are welcomed to help in their classrooms and /or around their school.
- ✓ they set appropriate home-learning activities to develop children's understanding of topics covered in class and to promote writing for purpose.

IMPLICATIONS FOR THE WHOLE FEDERATION WILL BE:

- ✓ ensure parents are informed about schools within the Federation events and relevant topics through regular newsletters, letters, text messaging, notice boards and the schools within the Federation websites.
- ✓ facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent, teacher association.

The Role of Leaders

The Headteacher and Middle Leaders/Subject Leaders must thoroughly and accurately monitor and assess the impact of teaching on learning. They must also be able to call on a range of strategies which support teachers in striving for the very best teaching and learning in their classrooms. In addition, they must be ready to challenge teachers and teaching assistants to achieve good or outstanding outcomes for the pupils including progress. All leaders should demonstrate at all times that pupils' needs are at the centre of what everyone in the Federation does. We work as a community encouraging everyone to live well together.

Strategies to support the consistent delivery of good or outstanding teaching:

- ✓ being a role model.
- ✓ providing constructive feedback based on sound evidence and next steps which will benefit the progress and attainment of the pupils.
- ✓ monitoring the response to feedback and next steps.
- ✓ well focused CPD (Continuous Professional Development) of both subject knowledge and pedagogical make-up.
- ✓ sharing best practice (e.g. in planning, directing Teaching Assistants (TA), resourcing etc.)
- ✓ finding other, external forms of support where necessary.
- ✓ sustaining a culture which encourages a professional dialogue about what 'good' and 'outstanding' means.

All monitoring is constructive and members of staff are mutually supportive.

The Headteacher and Middle Leaders/Subject Leaders of the Federation monitor the standards of learning and teaching on an ongoing basis. They will use a range of strategies to gain a clear and accurate picture of pupil attainment and progress. We call this picture building.

Some strategies:

- ✓ Assessment of teaching and learning - feedback provided.
- ✓ 10-20 minute 'drop-ins'
- ✓ Learning Walks
- ✓ Work scrutiny
- ✓ Pupil conferencing
- ✓ Parent surveys
- ✓ Teacher/TA meetings/discussions
- ✓ Planning scrutinies
- ✓ Progress data analysis
- ✓ Progress meetings
- ✓ Moderation of work across both the Federation and other alliances.

The Headteacher may also use other agencies at times, such as: Local Authority advisors, Diocesan advisors, specific consultants.

The Role of the Governing Body

- ✓ The governors support the monitoring and reviewing of teaching and learning.
- ✓ They help allocate strategic resources.
- ✓ They make sure the Federation buildings are used to support successful teaching and learning and that they are safe.
- ✓ They monitor pupil progress and attainment to determine the impact of teaching strategies.
- ✓ They ensure that professional development and Appraisal and Capability procedures promote high quality teaching and learning.

- ✓ They ensure Health and Safety regulations are followed in teaching strategies.
- ✓ Take part in the schools within the Federation self-review processes.

The Role of Parents and Families

Parents and carers are powerful influences on their children. Their support for the aims of the Federation is a key element in success for their children. They are responsible for actively encouraging pupils to:

- ✓ Be positive about learning – at home and at their school.
- ✓ Be at school every day, on time, in uniform and with their PE kit, homework, reading books and water bottle.

Parents are responsible for:

- ✓ Communicating with their school about matters which may concern their child.
- ✓ Attending parent meetings.
- ✓ Responding/replying to letters as soon as possible.
- ✓ Supporting Federation Policies on homework, uniform, behaviour and so on.
- ✓ Reading daily with their child/children and support them in their homework tasks.
- ✓ Keeping informed about their school activities by reading newsletters, looking at the website, reading the notice boards, reading and responding to letters, texts and other forms of communications sent.

There is further detail of this in our Home School Expectations Policy

Monitoring

The implementation of this policy will be monitored by Headteacher and Governing Body.

Handwriting Policy

The Federation introduces all pupils to cursive handwriting when ready, with the majority exploring pre-cursive font from year 1, and with an expectation of fully cursive in year 3. The Federation believes this develops confidence, accuracy and fluency and improved presentation.

The rules of the Cursive Style help:

- to minimise confusion for the pupil as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- with the flow of Cursive Writing as letters naturally flow into each other, it is impossible to write separate letters without joining.
- form spacing between words as the pupil develops whole word awareness.
- develop a pupil's visual memory.
- all pupil's writing skills regardless of academic ability
- to develop skills of punctuation and grammar.

Aims

- To provide equal opportunities for all pupils to achieve success in handwriting.
- To produce clear, concise, legible handwriting.
- To present work to a variety of audiences neatly.
- To develop accuracy and fluency.
- To help children recognise that handwriting is a form of communication and as such should be considered important for it to be effective.
- To promote confidence and self-esteem.
- To encourage children to take pride in their work.
- To help children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.

“You shall eat the fruit of the labour of your hands; you shall be blessed, and it shall be well with you.”

Psalm 128:2

Development of Learning and Teaching Handwriting

On entry, pupils are involved in a variety of activities to develop essential pre-writing skills in line with the EYFS Areas of Learning. They are encouraged to work towards a tripod grip.

Activities to develop gross motor control may include: rolling hoops and running with a hoop, ribbon movement, chalking, painting on a large scale, pencil lacing and Interactive White Board use.

Activities to develop fine motor control may include: sand, mark making trays and tools, tracing, colouring within guide lines and pictures, pattern work, using glue spreaders in small pots, painting with the tips of the fingers, cotton buds, plasticine and threading.

Pupils are introduced to actual letter formation in conjunction with the introduction of phonics. They are taught where to start the letter for ease of introduction of pre

cursive script later. Also, during Reception, children are taught correct number formation, starting at the top each number (we use open 4s and english 7s)

Practise of particular high frequency words helps to develop good visual and writing habits e.g. 'the', 'and'. Usually by the end of the EYFS, all pupils will have been introduced to all letters of the alphabet and introduced to more independent writing. Pupils practise their names with the aim being neatly and by memory.

As pupils move to Year 1 the skills acquired in the Foundation Stage are continued, consolidating correct formation, concentration and accurate work.

The leading lines and trailing flicks on individual letters are introduced in groups of similarly formed letters and practice of these takes places in short regular bursts. This stage is known as pre-cursive as it is unlikely the child will be completely joining yet. The teacher then models writing on the board and the children are given the opportunity to practise their letters on whiteboards or paper. As the children progress through Year 1 and into Year 2, they may use the individual leading lines to join pairs and groups of letters.

The Cursive Style continues to develop through close links within the New Curriculum.

Pen Licence

In Key Stage 2, pupils can earn their pen licence once a well-presented cursive handwriting style has been established and is consistent in a range of exercise books. This is an expectation within lower Key Stage 2.

The standard of handwriting must be maintained in order to keep the licence throughout Key Stage 2.

The Use of ICT

When appropriate, teachers use the screen in direct teaching: use of the lined writing templates are an essential tool for learning, as the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary.

Younger children rehearse 'large letters/joins' on a blank screen, using different colours and thicknesses of line.

Handwriting and Reading

Within Federation Schools, pupils are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms/their school – teachers lettering, labels on displays/teaching aids e.g. alphabet on tables and through teachers modelling of writing.

Left Handed Pupils

Each left-handed pupil is identified to ensure that writing conditions are suitable. The following guidelines are useful to help left-handed children.

Guidelines for writing left-handed:

- The pupil sits towards the left of their partner leaving plenty of space for writing on the left side of his/her – mid line (this allows maximum space for arm movement).

Pupils with Difficulties

Sometimes some pupils may experience difficulties and these will be addressed through an adapted approach and appropriate levels of support.

Monitoring

The presentation of all work is regularly monitored through book looks and learning walks.

Feedback Policy

The Federation's intention is to feedback on pupil's work in such a way that it is likely

to accelerate their learning and progress, develop their self-confidence and self-esteem, and provide opportunities for developing individual reflection, self-assessment and evaluation.

As a result of this policy there will be greater consistency in the way that pupil's work is marked across the National Curriculum Key Stages.

Key Principles

- Feedback of pupil's learning can have different roles and purposes at different times and can involve both written and verbal feedback. *"Why, even the hairs of your head are all numbered. Fear not; you are of more value than many sparrows."* Luke 12:7
- When appropriate/possible, teachers should provide individual verbal feedback to pupils. A record of this feedback may well be recorded in books or using other methods. *"If even lifeless instruments, such as the flute or the harp, do not give distinct notes, how will anyone know what is played?"* 1 Corinthians 14:7
- The feedback of pupil's work, either written or verbal, should be regular and frequent. Written feedback is done using a green pen. *"Do your best to present yourself to God as one approved, a worker who has no need to be ashamed, rightly handling the word of truth."* 2 Timothy 2:15
- The emphasis of feedback is on a pupil's achievement/progress and to identify the next steps forward for that individual. *"Therefore, my beloved brothers, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labour is not in vain."* 1 Corinthians 15:58
- Teachers look for strengths before identifying weaknesses when marking work. Feedback will raise self-esteem and self-worth. *"Seek his will in all you do, and he will show you which path to take."* Proverbs 3:6
- Teachers look for opportunities to provide positive public feedback where appropriate to pupils who produce work of a high standard for that pupil. *"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters."* Colossians 3:23

Guidelines

The following agreed procedures should be implemented by all members of staff when correcting pupils work:

- Pupil's work in core subjects English and Maths should be fed-back as soon as possible after completion, wherever possible in the presence of the pupil. A system of symbol feedback will be used in the first instance, especially in Key Stage 1. Science, Religious Education (RE) and foundation subjects will be fed-back and assessed to lesson/subject specific learning objectives. i.e. Science work, feedback on the scientific understanding. English specific targets of Spellings, grammar and handwriting may also be corrected accordingly to the ability of the pupil across curriculum subjects – but no more than three spellings will be highlighted for correction.
- Work that is correct should be fed-back with a green tick and possibly a positive, relevant comment made on the work by the teacher. Work that is incorrect should have a green dot put next to it to aid identification and possible correction.
- All feedback will be mindful of the pupil's ability and their next step, designed to raise self-esteem and value the individual.
- More in-depth feedback will appear on unaided/extended writing. A tick symbol is followed by positive aspects of the written work. A staircase symbol is followed by the child's next steps following that piece of writing. At Key Stage 1 this will involve using the codes to support understanding of written feedback. In maths, marking will be used to check understanding and aid further development of mental and written strategies.
- It is seen as good practice if part of children's feedback asks them a further challenge question or if the children are asked to extend their work or learning.
- Time is given for pupils to read and act upon the feedback in books; they record their response and answer any questions and correct anything that they have been asked to do. These corrections/edits are carried out using a purple pen.
- Pupils will be given opportunities to redraft and edit their extended writing before feedback by the class teacher.

On occasions, pupils evaluate each other's work, feeding back to the success criteria or learning objective. They aim to make a positive comment and a possible improvement. The teacher will comment on this.

FEDERATION FEEDBACK SYSTEM CODE FOR SPELLING

STAGE 1 Correct spelling above the word and write correct spelling under the work

STAGE 2 Underline the word only

STAGE 3 Put symbol in margin next to line containing error

STAGE 4 In feedback, point out that there are a prescribed or non-prescribed

number of corrections to find and do.

In each class there is a display which shows the marking code used in the Federation.

In each classroom there is a display which shows how work is to be set out – this is to be referred to on a regular basis.

A copy of the marking codes and general protocol for marking expectations is available in all classrooms.

Monitoring

Feedback of work is regularly monitored through book looks and learning walks.

Assessment Policy

The Federation believes that assessment is a continual, evolving process, which informs planning and underpins pupil's depth of learning. The Federation are constantly observing pupils in all aspects of school life both objectively and subjectively.

Assessment is a continuum by which we aim to monitor each pupil's progress and with which we are able to foster purposeful development both in life skills and academic achievement. A key principle to assessment is to support the child in making **progress**. Another key principle is that our Assessment provides pupils with **Hope** and **Aspiration**.

Roles and Responsibilities

Headteacher:

The Headteacher will work with the Assessment Leader and hold responsibility for assessment throughout the school.

Assessment Leader (currently the Headteacher at Blackboys School):

The Assessment Leader has the responsibility for the development of the assessment, recording and reporting procedures.

The Assessment Leader's responsibilities include:

- contribute to the Federation Improvement Plan through work with the Headteachers and Governing Body.
- Provide the Federation with appropriate data to inform pupil's progress ensuring that our records and tracking sheets are up to date.
- leading Federation development in assessment, recording and reporting procedures
- liaison with subject leaders within the Federation
- liaison with other assessment leaders
- attend and lead INSET where appropriate
- keeping Governors informed
- liaison with class teachers.

Role of Core Subject Leaders:

Curriculum Leaders are responsible for monitoring assessment within their subject area.

Role of Class Teacher:

Class teachers are responsible for assessment of the pupils in their care.

Assessment for Learning (formative assessment)

Assessment for Learning is a key part of our approach to teaching and learning in

our Federation.

Members of staff use success criteria, peer feedback and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Feedback is against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments as are techniques such as low stakes quizzing. Assessment for Learning notes are made on planning sheets, with particularly key messages brought forward to the following lessons. These key messages will then be acted upon, reviewed and assessed. This creates adaptive teaching.

Statutory Assessments and Tests and Assessment Weeks (summative assessment)

- Baseline Assessment, Foundation Stage Profile, Phonics Screening, Multiplication Tables Check and Key Stage 2 National Assessments are conducted in accordance with statutory requirements.
- The Headteachers and Middle Leaders/Subject Leaders analyse these assessments and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with members of the teaching staff.
- Each pupil in years 1-6 take a series of Standardised tests in Reading and Maths at the end of term 2 and 4 and halfway through term 6 in order to track progress. These take place in an allocated and pre-planned assessment week. Assessment week is also a time for Classteachers to review children's writing.
- Pupil progress across the schools within the Federation, from EYFS to Year 6, is tracked using Cohort and termly tracker documents found on the schools' drive. Results and analysis from the Standardised Tests can also be downloaded from the MARK website. Subject Leaders are expected to analyse the results in consultation with the Headteachers.
- The Federation runs phonics checks 3 times a year. These results are recorded on a tracking grid and shared with members of the teaching staff and governors.
- In EYFS, assessment week is used to consider children's evidence from their lessons, from observations and from their interaction with adults, other children and the environment to make judgements using the EYFS framework across the prime and specific areas. EYFS classteachers provide the Headteacher with a progress grid 3 times a year and this is reported to Governors. Identifying which children are/aren't on track to reach a Good Level of Development is key. Regular tracking helps earlier and more focussed interventions.

Assessment of Science, ICT and Foundation Subjects.

End of unit judgements are made in Science, RE and PSHE subjects, with other subjects developing following this pattern during 2023/24. Subject Leaders base their action plans on these results. We are currently reviewing how to assess foundation subjects, focussing on the key knowledge and concepts the children should know.

Record Keeping

Annotated teaching plans and Assessment for Learning observational notes are kept in planning files.

Termly assessments are kept in individual assessment files (one per pupil, which travels through the school within the Federation with them).

Assessment data is held securely on the MARK website and in the Assessment folder in the Staff network drive.

Moderation of Assessment Judgments

These meetings take place 3 times a year and run by either our Alliance of schools or, if necessary, the English and Maths Leaders across our Federation. Samples of work are brought along and judgements analysed.

Moderation also takes place through Education Improvement Partnerships as well as the Local Authority.

Target Setting

Curriculum targets for Reading, Writing and Maths are set by the Headteacher and discussed with class teachers during Performance Management meetings and reviewed in pupil progress meetings.

These are also agreed with the Governing Body.

Feedback from teachers provides pupils with clear next step targets, which the pupils are expected to act upon. This helps to make progress for our current cohorts.

Reports to Parents

There are two parent consultation evenings; one in the Autumn and one in Spring.

In the Autumn term parents are informed of their child's attitude to learning at school and home and the progress they are making.

In the Spring Term, teachers review attitudes and inform parents as to the progress their child is making towards Age Related Expectations.

In the Summer term a written report is produced for each pupil which clearly states whether a pupil is working at Age Related Expectations or not, or is working at greater depth. Parents of SEND pupils are invited to meetings with class teachers

and SENCO termly.

Monitoring

The implementation of this policy will be monitored by The Assessment Leader alongside the Headteacher and Governing Body.

Review of the Learning and Teaching Policy

This policy will be reviewed as it is deemed appropriate, but no less frequently than annually. The policy review will be undertaken by the Headteacher in conjunction with the Teaching Staff.

Appendix One

Blackboys' Learning Code

In our school.....

Be the best you can be. 

Let others be the best they can be. 

Show respect and kindness. 

Be a positive influence. 
POSITIVE INFLUENCE



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England Federation

Appendix Two - Assessment Timetable

Autumn Term:

- EYFS base-line assessments made.
- Unaided writing at the end of a unit of English work.
- Standardised Maths test (Y1-6) often comprising of 1 Arithmetic paper and 2 reasoning paper. (during assessment week)
- A Standardised Reading Test (Y1-6) (during assessment week)
- An updating of WAC (Writing Assessment Criteria) Sheets
- Reception – Baseline Assessment and Foundation Stage Profile (ongoing)
- Identify under-achieving pupils. Reading and spelling ages calculated by SENCO
- Phonics review
- Writing and Maths moderation
- Pupil Progress and data sharing meetings and moderation sessions.
- Report to Governors

- End of unit RE, Science and PSHE assessment sheets completed and other foundation subjects when assessment is formalised.

Spring Term:

- Standardised Maths test (Y1-6) often comprising of 1 Arithmetic paper and 2 reasoning paper. (during assessment week)
- A Standardised Reading Test (Y1-6) (during assessment week)
- An updating of WAC (Writing Assessment Criteria) Sheets
- Reception – Foundation Stage Profile (ongoing)
- Identify under-achieving pupils. Reading and spelling ages calculated by SENCO
- Phonics review

- Writing and Maths moderation.
- Pupil Progress and data sharing meetings and moderation sessions.
- End of unit RE, PSHE, Science assessment sheets completed and other foundation subjects when assessment is formalised.
- Report to Governors

Summer Term:

- Reception – Complete Foundation Stage Profile
- Year 1 Phonics Screening
- Years 6 SATs
- Moderation (especially EYFS and Year 6)
 - Year 4 Multiplication Tables Check
- Standardised Maths (Y1-6) test often comprising of 1 Arithmetic paper and 2 reasoning paper. (during assessment week)
- A Standardised Reading Test (Y1-6) (during assessment week)
- An updating of WAC (Writing Assessment Criteria) Sheets
- Identify under-achieving pupils. Reading and spelling ages calculated by SENCO
- Phonics review (Year R and 2)
- Pupil Progress and data sharing meetings and moderation sessions.
- Report to Governors
- End of year science, RE and foundation subjects' assessments are recorded in school reports.
- Analysis of year end (data packs) and pass on Assessment materials to new class teacher
- End of year reports
- Report to Governor

Teaching and Learning Principles



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1 Explicit instruction

I do, we do, you do

Concrete, pictorial, abstract

Shared writing; guided writing

Talk about/articulate behaviour for learning

Explicit teaching of vocabulary (with picture prompts/widget)

Time for independent practice

Check understanding... questioning

Model: Flipchart/visualiser/teacher exercise book

Rosenshines Principles

Examples/non-examples

Concept/non-concept

Anticipating misconceptions

Modelling and provide models

Variation

Clear concise, consistent, vocabulary (ie phoneme, grammar words)



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2 Cognitive and metacognitive strategies

Be clear on what the learning is

Stem sentences

Generalisations

Growth Mindset

Recall

Skills and knowledge

Active learning; less teacher talk

Concept cartoons

Prior learning

Peer assessment/self assessment

Need to know; neat to know.

Retrieval practice

Core learning content; aspirational learning content

Always, sometimes, never

Mini whiteboards: 1,2 3 show me

Ethos: Be the best you can be

Working walls



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3 Scaffolding

“I’ve got some information here that might be helpful, I’ll put this on your table if you need it.”

Visuals

I do, we do, you do

Word banks

Good examples. WAGOLL

Taskboards

Vocabulary

Use of displays/flipchart

Model video for children to use

Worksheet only if necessary or promotes learning

Stem sentences

TAs

Success Criteria



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4 Flexible grouping

React, respond, recheck

No ceiling/high ceiling (think fleas!)

Use of TAs/Teacher in groups

Assessment for learning.

Hinge Questions

No 'top table'
No 'TA always table'

Challenge. Quicker graspers



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5 Using technology

Handwriting Repeater Online

Monster Phonics/Superhero Spellings

iPad Apps

Model: Visualiser

Spelling Shed

Text based applications: Speech to text, text to speech

Lexia

White Rose - Interactive Resources

Smartboard- Smart Notebook

TT Rockstars; Purple Mash; Mathletics

Talking Tins

Video modelling



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