

St Thomas à Becket Church of England Federation

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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)**

*Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”,
through providing an engaging and Christian environment alongside an exciting
broad and balanced curriculum striving to develop the skills, attitudes and Christian
values of the whole Federation Community to face the new challenges of the
21st century with confidence.*

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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**. 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.

With this in mind, the principles of the Church of England Vision of 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 flexible 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 as Greater Depth 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.
- allows for discrete subject teaching within a structured curriculum map.
- demands the teaching of literacy and numeracy 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, 21st century learners
- 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:

- Role Play and Structured Play
- Time for reflection
- Access to water is available for all pupils
- Good 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
- Stimulating and exciting environments and supportive learning displays
- Planned opportunities for Outdoor Learning
- Open ended questioning techniques
- Visual Timetables
- Other languages
- New technologies

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.
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm 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, literacy and mathematics), and electronic plans are filed each week for shared reference (on the staff drive: staff only/planning)
- ✓ they engage in Continued Professional Development.
- ✓ planning is appropriate for the age range and includes extension for the quicker graspers.
- ✓ planning files will be monitored by Headteacher and subject leaders and feedback given.
- ✓ plans are annotated and amended as necessary as the week progresses following assessment for learning criteria. 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 real-life in 21st century Britain and know of the relevance of school to British society and the wider world.
- ✓ Children who are ready to move on in their learning are given the opportunity to do so. That 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 at the start of a topic 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 is broad and balanced and is revised as necessary.
- ✓ subject specific “at a glance” documents are in development.
- ✓ a monitoring cycle is in place to support the progress of individuals and groups of learners in core subjects: Pupil Progress Meetings, lesson observations, planning scrutiny, book-looks.
- ✓ 5 Key Concepts for each subject area will ensure links are made between year groups to provide a depth of continuity. See Appendix Three

Key Principle 2

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm 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 and learning outcomes, both within schools within 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.

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

- ✓ they keep agreed assessment records (Reading Records, Phonic Tracker Sheets, KPI records, test results) and submit data three times a year to enable Pupil Data Tracking (reading, writing, mathematics, RE)
- ✓ 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.
- ✓ challenge, and children taking up a challenge.
- ✓ children’s work displayed around the classroom and their school for others to appreciate and admire and top show rapid 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 rapid 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 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.
- ✓ 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 that resulting from tasks and activities set by the teacher and that occurring independently of their 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 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.
- ✓ 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 Senior Leadership Team 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).
- ✓ 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 of the Federation monitor the standards of teaching and learning on an ongoing basis. They will use a range of strategies to gain a clear and accurate picture of pupil attainment and progress.

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.

Senior Leaders 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 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.

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 in order 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 skills. 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. This is an expectation within year 3.

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 and 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

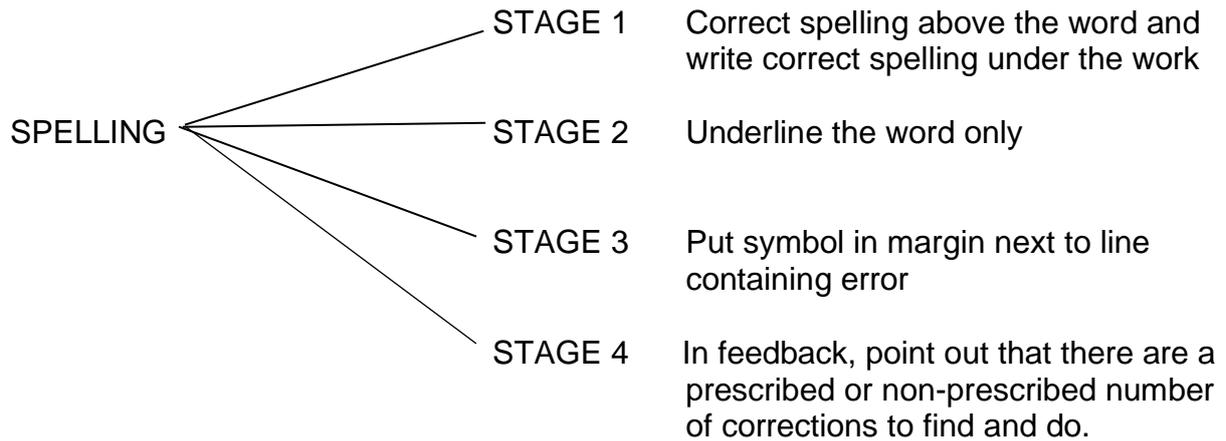
Guidelines

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. Literacy 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 tick/stamp and possibly a positive, relevant comment made on the work by the teacher.
- 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. At Key Stage 1 this will involve using the codes to support understanding of written feedback. In numeracy, marking will be used to check understanding and aid further development of mental and written strategies.
- 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



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:

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

The Assessment Leader's responsibilities include:

- contribute to the School Improvement Plan and Federation improvement through work with the Senior Leadership Team.

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. Assessment for Learning jottings are made on planning sheets, with particularly key messages brought forward to the following week. These key messages will then be acted upon, reviewed and assessed.

Statutory Assessments and Tests and Assessment Weeks (summative assessment)

- Foundation Stage Profile, Phonics Screening, Key Stage 1, Key Stage 2 National Assessments are conducted in accordance with statutory requirements.
- The Senior Leadership Team 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 baseline assessments at the beginning of term 1,
- Further assessment weeks follow at the end of term 2 and 4 and half way through term 6 in order to track progress. This will involve a reading assessment of high frequency words in KS 1, a reading test in KS 2, a Maths assessment and a common exception words/Curriculum List spelling test.
- Pupils in Years 3, 4 and 5 take the optional SATs papers in English and Maths in term 6.
- 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' intranet. Subject Leaders are expected to analyse the results in consultation with the Senior Leadership Team.
- The Federation runs phonics checks 3 times a year. These results are recorded on a tracking grid and shared with member of the teaching staff and governors.
- Assessment Weeks take place 3 times a year, generally towards the end of terms 2, 4 and half way through term 6. Teachers will take the opportunity to run assessments that back up their own ongoing Teacher

Assessments. They complete Writing Frameworks and Reading and Maths Key Performance Indicator (KPI) documents.

- In Key Stage 2 during the Autumn and Spring assessment weeks, a piece of unaided writing, a Comprehension and an Arithmetic and a Problem-solving and Reasoning test will take place. The results of these assessments will be taken alongside teacher Assessment for Learning jottings and evidence in books. The class teacher ticks off the Writing Framework or Key Performance Indicators that the pupil has mastered.
- The number of Framework or KPIs the pupil has mastered is recorded and the final calculation entered into the termly assessment tracker on the school within the Federation's intranet; this is analysed by the Senior Leadership Team and Subject Leaders. This feeds into the identification of vulnerable groups and provision mapping.
- In the Summer term Assessment Week, Optional SATS materials are used.
- In years 1, 3, 4 and 5 pupils are expected to reach at least 75% of the Framework/Key Performance Indicators to be considered to be at Age Related Expectations. Some pupils will exceed these and be working at Greater Depth. In year 2 and 6 we work on the statutory National Framework expectations.

Assessment of Science, ICT and Foundation Subjects.

End of unit judgements are made in Science, RE and PSHE subjects. End of year judgements are made in other subjects. Subject Leaders base their action plans on these results.

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).

Key Performance Indicator sheets are kept by the class teacher and shared with the Senior Leadership Team three times a year or as needed during pupil progress meetings.

Moderation of Assessment Judgments

These meetings take place 3 times a year and run by either our Alliance of schools or, if necessary, the Literacy and Maths Leaders. 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 are set by the Senior Management Team 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 rapid 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 in Maths, Reading, Writing and Science. Parents of SEND pupils are invited to meetings with class teachers and SENCO.

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 Senior Leadership Team and 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.



Blackboys Church of England Primary School
A proud member of the St Thomas a Becket Church of
England Federation

Appendix Two - Assessment Timetable

Autumn Term:

- EYFS base-line assessments made.
- Baseline Assessments made.
- Unaided writing at the end of a unit of work.
- Arithmetic and a Problem-solving and Reasoning test (during assessment week)
- A Comprehension Reading Test (during assessment week)

The above are then used for completing Writing Framework/Key Performance Indicator sheets.

- Reception – Foundation Stage Profile (ongoing)
- Identify under-achieving pupils. Reading and spelling ages calculated by SENCO
- Phonics review
- Pupil Progress and data sharing meetings and moderation sessions.
- Report to Governors

Spring Term:

- Repeat of the assessments made as a baseline to measure progress.
- Progress of EYFS is assessed against previous baselines.
- Unaided Writing at the end of a unit of work.
- An Arithmetic and a Problem-solving and Reasoning test (during assessment week)
- A Comprehension Reading Test (during assessment week)

The above are then used for completing Key Performance Indicator sheets.

- Reception – Foundation Stage Profile (ongoing)
- Identify under-achieving pupils. Reading and spelling ages calculated by SENCO
- Phonics review

- Pupil Progress meetings and data sharing and moderation sessions.
- Report to Governors

Summer Term:

- Repeat of the assessments made as a baseline to measure progress.
- Reception – Complete Foundation Stage Profile
- Year 1 Phonics Screening
- Years 2 & 6 SATs
- Years 3 - 5 optional SATs
- Moderation of Years 2 and 6
- Unaided Writing at the end of a unit of work.
- Arithmetic and a Problem-solving and Reasoning test for Year 1.

The above are then used for completing Key Performance Indicator sheets.

- 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 Governors

Appendix Three

Due to mixed age classes, it is difficult to predict the in order in which a child/year group move through the curriculum map. In order to help children make links between themes, 5 key concepts for each National Curriculum subject have been chosen by teachers to provide this continuity. The key concepts will feature in a curriculum subject's scheme of work.

COMPUTING

Algorithm
Creativity
Data
Debugging
Responsibility

GEOGRAPHY

Climate
Resources
Locality
Physical Geography*
Human Geography*
Topography

* Human Geography and Physical Geography interlink

MUSIC

Composition
Performance
Pitch
Rhythm
Appreciation

HISTORY

Conquest
Exploration
Civilisation
Chronology
Empathy

SCIENCE

Conclusions
Habitat
Predictions
Resilience
Forces

DT

Structure
Function
Purpose
Mechanism
Evaluation

ART

Inspire
Media
Experiment
Composition
Colour

RE

Creation
Salvation
Incarnation
Worship
Faith

PE

Control
Fitness
Space
Team
Coordination