

St Thomas à Becket Church of England Federation

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Teaching and Learning Policy

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

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Teaching and Learning 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 potential in all activities engaged in by our Federation community.

The Federations 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.

Thus we try to take account of the various styles and learning processes when planning the curriculum. Within our planning we aim to incorporate a variety of strategies to enable as many pupils as possible to learn as much as possible. We recognise that the use of effective feedback has a high impact/potential gain on pupil achievement and learning.

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
- Keep the curiosity and questioning approach to life and learning
- Share and work co-operatively
- Read, write and use numbers as a foundation for future success
- Regard the rest of the world as an adventure and other cultures and beliefs as valuable ways of living
- To develop a healthy Growth Mindset
- Be enterprising individuals who contribute to their communities and our society

Our Curriculum

The Federation pride itself on the creativity of our curriculum which we have developed. We strive to offer a broad and balanced curriculum through teaching the content of the National curriculum supported by a creative and flexible curriculum. We are flexible within these structures to ensure **total inclusion** and a curriculum which matches the needs of all.

Our curriculum:

- is in line with all statutory requirements from September 2014
- is creative, broad and balanced and organised on a skills based approach through learning objectives.
- allows for discrete subject teaching taking place outside the topic framework when necessary.
- supports the teaching of literacy and numeracy daily and ensure that these skills are reinforced in other areas of the curriculum.

- is accessible to all through a skills led, inclusive approach to learning
- sets children off on the path to becoming forward thinking, 21st century learners
- creates a buzz and excitement so the children develop a lifelong love for learning
- ensures a safe, nurturing and reflective ethos
- provides a secure and apply learning environment, with 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
- Music being used for a variety of reasons
- 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 readily available (to reflect the Federations' Dyslexia Friendly Status)
- Stimulating and exciting environments and supportive learning displays
- Planned opportunities for Outdoor Learning
- Differentiated questioning techniques based on Blooms' Taxonomy
- Visual Timetables
- Other languages – spoken, written, displayed
- New technology

Key Principles

At the Federation, we believe pupils learn best when:

- learning activities are well planned, ensuring 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, repetition and extension of learning for each child, at each level of attainment.
- 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

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

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ effective modelling and focussed learning activities with clear objectives and outcomes
- ✓ a clear understanding by the children of the method and purpose of activities in which they engage
- ✓ 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)
- ✓ planning files will be collected from all class teachers on a Monday for monitoring purposes.
- ✓ written feedback will be given on a half-term basis (at least 6 times a year).
- ✓ 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 whole Federation Curriculum Map and our Corr! Curriculum.
- ✓ Support staff are given copies of or access to the weekly plans; they record formative assessment comments on the teacher's copy and are encouraged to support future planning.
- ✓ 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.
- ✓ 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 FEDERATION WILL BE:

- ✓ there is a creative knowledge and skills based curriculum in place that ensures continuity and progression
- ✓ there is a Curriculum Map in place that is broad and balanced and is revised as necessary
- ✓ subject specific curriculum policies are in place for core subjects

- ✓ 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

Key Principle

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.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ creative teaching and creative learning.
- ✓ 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 to learn more when faced with challenge thus developing a Growth Mindset
- ✓ a pace of learning that is optimised for progress and high quality outcomes.
- ✓ children's home-learning being valued.
- ✓ children learning independently.
- ✓ children collaborating on projects.
- ✓ 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.
- ✓ 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.
- ✓ 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 FEDERATION 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.

Key Principle

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

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- ✓ children using frequent, detailed 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 differentiated learning-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.
- ✓ independent learning, where children use assessment information to direct their own learning activity.
- ✓ mastery learning which focuses on higher level learning goals, with an emphasis 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 and regular (all written work is marked within one week of completion and at least one written outcome is marked in-depth, on a regular basis), 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 plan, resource and direct learning activities that give support and challenge for all as appropriate.
- ✓ they keep agreed assessment records (Reading Records, Phonic Tracker Sheets and KPI records) and submit data three times a year to enable Pupil Data Tracking (reading, writing, mathematics,)
- ✓ they are informed of next step in learning in pupil progress meetings six times a year.

IMPLICATIONS FOR THE WHOLE FEDERATION 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

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

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.
- ✓ challenge – with well-focused personal targets, criteria for success in every core subjects and learning activities which stimulate ensuring that children take risks in their learning, and learn from their mistakes.
- ✓ children's work displayed around the classroom and their school for others to appreciate and admire.
- ✓ organisation of classroom routines and resources to optimise learning.

TEACHERS WILL MAKE SURE THAT:

- ✓ they teach children how to behave well.
- ✓ 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 focus on Growth Mindset.
- ✓ any feedback will be constructive.

IMPLICATIONS FOR THE WHOLE FEDERATION WILL BE:

- ✓ a clear Behaviour 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.
- ✓ safe guarding procedures are in place and are followed consistently.
- ✓ There is a consistent expectation of high quality display throughout the schools within the Federation.

Key Principle

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.

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

TEACHER'S WILL MAKE SURE THAT:

- ✓ useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and an annual written report.
- ✓ 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.

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 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. All leaders should demonstrate at all times that pupils' needs are at the centre of what everyone in the Federation does.

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 Executive Headteacher and the Senior 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, specific consultants, specialists in behaviour.

The Role of the Governing Body

- ✓ The governors support, monitor and review teaching and learning.
- ✓ They 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 and reading books.

Parents are responsible for:

- ✓ Communicating with their school about matters which may concern their child following agreed procedures – see Home-School Agreement.
- ✓ Attending parent meetings.
- ✓ Responding/replying to letters as soon as possible.
- ✓ Supporting Federation Policies on homework, uniform, behaviour and so on.
- ✓ Discussing the Home-School Agreement.
- ✓ 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 Executive Headteacher and Governing Body.

Handwriting Policy

The Federation introduces all pupils to cursive handwriting when ready. The Federation believes this raises standards in handwriting throughout the whole Federation, developing 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.

Development of Learning and Teaching Handwriting

EYFS

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 and Interactive White Board use.

Activities to develop fine motor control may include: sand, Roll n' Write, 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 cursive script later.

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 by tracing over in the first instance and then underneath and then using motor memory.

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

The leading lines on individual letters are introduced in groups of similarly formed letters and practice of these takes places in short regular bursts. 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 are shown how to 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 KS2, pupils can earn their pen licence once a well-presented 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.

The Use of ICT

When appropriate, teachers use the Interactive Whiteboard 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 writing surface and chair are suitable for the pupil's own height and allows them to sit appropriately.
- 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.

Marking and Feedback Policy

The Federation's intention is to mark every 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

- Marking of pupil's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- 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.
- The feedback of pupil's work, either written or verbal, should be regular and frequent. Marking is done using a green pen.
- The emphasis in marking is on a pupil's achievement/progress and to identify the next steps forward for that individual.
- Teachers look for strengths before identifying weaknesses when marking work.
- Teachers look for opportunities to provide positive public feedback where appropriate to pupils who produce work of a high standard for that pupil.

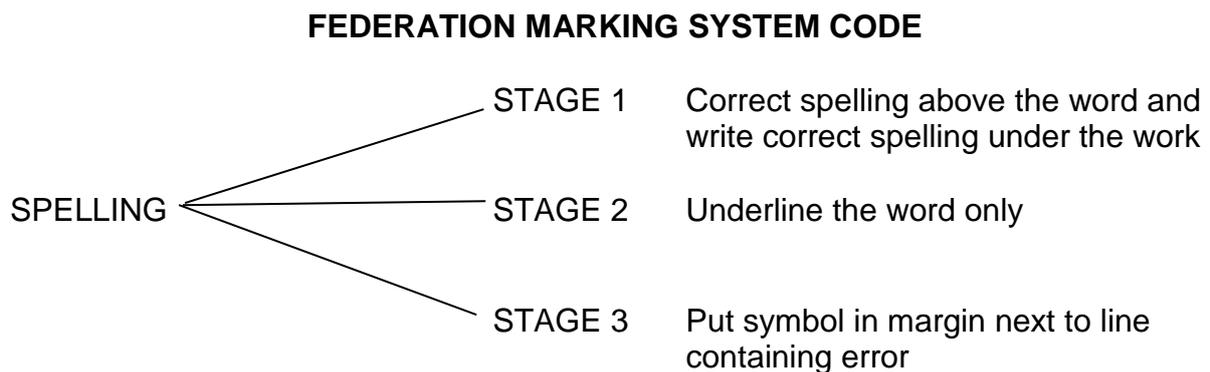
Guidelines

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 marked as soon as possible after completion, wherever possible in the presence of the pupil. In Key Stage 1 and 2 a system of symbol marking will be used where appropriate. In Key Stage 1 and 2, Science and Religious Education (RE) will be marked and assessed to specific learning objectives.
- In all subjects, feedback should follow the focus of the learning intention/objective i.e. Science work, feedback on the scientific understanding.
- Spellings, grammar and handwriting may also be corrected accordingly to the ability of the pupil across curriculum subjects – generally three spellings will be highlighted for correction.
- Work that is correct should be marked with a tick/stamp and possibly a positive, relevant comment made on the work by the teacher.
- All marking will be differentiated according to the pupil's ability. A system of codes is used with younger age groups and as necessary.

- A next step or “close the gap” comment and more in-depth marking will appear on unaided/extended writing only. 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 marking 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 coloured pen.
- Pupils will redraft and edit their extended writing before marking by the class teacher.

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



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

Marking and 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.

Roles and Responsibilities

Executive Headteacher:

The Executive Headteacher will work with the Assessment Leader and Head of School.

Assessment Leader:

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

The Assessment Leaders responsibilities include:

- contribute to the Federation Development 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 SIMS 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 marking 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. Marking 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.
- Pupils in Years 3, 4 and 5 take the optional SATs papers in English and Maths.
- Pupil progress across the schools within the Federation, from EYFS to Year 6, is tracked using Cohort and termly tracker documents found on the school within the Federation's intranet. Subject Leaders are expected to analyse the results in consultation with the Senior Leadership Team.
- The Federation take the assessment of phonics and reading skills particularly seriously and runs phonics checks on a regularly basis. 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 at the end of every term. Teachers will take the opportunity to run assessments that back up their own ongoing Teacher Assessments. They complete Key Performance Indicator (KPI) documents.
- During the Autumn and Spring assessment weeks, a Big Write, 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 Key Performance Indicators that the pupil has mastered.

- The number of 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.
- Pupils are expected to reach at least 75% of the Key Performance Indicators to be considered to be at Age Related Expectations. Some pupils will exceed these and be working at Greater Depth

Assessment of Science, ICT and Foundation Subjects.

End of year level judgements are made in all 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.

Copies of pupil's big writes, Maths assessments and 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 Literacy and Maths Leaders. Samples of work are brought along and level judgements analysed.

Moderation also takes place through local alliances and 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.

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 their 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, SENCO and Assistant SENCO.

Monitoring

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

Review of the Teaching and Learning 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 Executive Headteacher in conjunction with the Senior Leadership Team and Teaching Staff.

Appendix One - Assessment Timetable

Autumn Term:

- EYFS base-line assessments made.
- Baseline Assessments made.
- Big Writes at the end of a unit of work.
- Arithmetic and a Problem-solving and Reasoning test
- 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 Assistant SENCO
- Phonics review
- Pupil Progress and data sharing meetings and moderation sessions.
- Report to Governors

Spring Term:

- Progress of EYFS is assessed against previous baselines.
- Big Writes 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 Assistant SENCO
- Phonics review
- Pupil Progress meetings and data sharing and moderation sessions.
- Report to Governors

Summer Term:

- Reception – Complete Foundation Stage Profile
- Year 1 Phonics Screening
- Years 2 & 6 SATs
- Years 3 - 5 optional SATs
- Moderation of Years 2 and 6
- Big Writes at the end of a unit of work.
- Arithmetic and a Problem-solving and Reasoning test for Years 1, 3, 4 and 5.

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

- End of year science, computing, 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