



Junior Learning, Teaching and Assessment Policy

All our policies are written to reflect, support and develop our ethos statement

Honeywell Ethos Statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

-  There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils
-  There is a sense of belonging

There is care

1. Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other
2. We understand our actions and nurture respect for each other and the environment

There is excellence

3. There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,
4. There is enrichment and high expectations beyond the curriculum

There is wonder

5. Every experience is more memorable than the last
6. Learning powers are nurtured and grow and grow
7. The implementation of the curriculum is rich, vibrant and creative

There is learning for life

8. There is an unstinting dedication to diversity and equality
9. There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place
10. Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond

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Legislation And Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Teachers will follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

Links With Other Policies

This policy links with the following policies and procedures:

-  Behaviour Policy
-  SEND Policy and Information Report and Local Authority Ordinarily Available Provision [OAP]
-  Marking and Feedback Procedure
-  Home-School Agreement
-  Equality Information and Objectives

Intent

- This policy is to ensure that all staff understand and achieve our shared standards and to provide an agreed framework to promote quality teaching, equality and inclusion. Learning and Teaching are the core functions of our school and the role and influence of the class teacher is a crucial factor in the promotion of high quality learning and teaching. It is important to promote the view among the whole school community that lifelong learning beyond school is a necessary, enjoyable and important part of life. This policy aims to:
- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to promote high expectations and raise standards of achievement for all pupils
- Involve pupils, parents and carers and the wider school community in pupils' learning and development

Implementation

- A considerable body of research evidence now exists about how pupils learn. All staff will be supported and encouraged to keep abreast of current educational thinking to enhance planning and delivery. We will:
- provide a basis to support the values and principles of our school and the National Curriculum
- facilitate equality of access to a curriculum for all and to fulfil statutory requirements with challenge
- help all pupils, including those with SEND needs to acquire knowledge and skills that contribute to preparation for their future lives
- create an environment that facilitates learning, where pupils confidently learn from mistakes and where everyone celebrates and recognise success and achievement with a partnerships which encourages and support pupil's learning
- teach using a wide range of styles appropriate to pupil needs, and making full use of resources
- provide approaches in planning and assessment to look at all aspects of an individual's development
- provide opportunities for pupils to feel confident, develop as independent, reflective learners and help develop skills necessary to play an active role in the assessment process
- work together in age range planning teams, consult with subject leaders and other experts (including pupils) and provide continuity of planning and moderated standards of achievement
- use marking procedures as a diagnostic tool to support assessment and forward plan
- enable teachers to monitor pupil's progress and providing clear, consistent understandable information which supports their ability to work towards independence

Impact

- We are evaluating and evidencing:
- every pupil having access to a quality curriculum and quality access and interaction with a teacher
- planned and sequential opportunities to work individually or as a member of a co-operative group
- first-hand experience and investigative work including information processing skills is regular and impactful, supporting pupils to know more, remember more and do more
- communication of findings in a variety of ways and produced work for is for a variety of audiences
- practice and application of knowledge/skills/ concepts has shown gains for every child [deep learning]
- pupils taking an increasing role in planning, organising and assessing their own learning is evidenced in outcomes and pupil talk about their own learning and progress
- the selection of appropriate materials and tools has shown positive impact
- the sequential acquisition of basic study and evaluation skills is embedded across year groups
- time limits and support in working under pressure of time shows improved resilience
- modern technology as an aid to learning, including IT across the curriculum is enabling more access
- outcomes of any assessment are resulting in action either in lessons, in planning or in changing the curriculum
- reasoning skills, enquiry skills, creative thinking and evaluation skills are being seen in use across all subjects

Roles And Responsibilities

The Governors [through the Curriculum and Achievement & Resources Committees], determine, support, monitor and review the school policy by:

- supporting all staff by allocating resources effectively and ensuring that the school building and premises are best used to support successful learning and teaching and they conform to health and safety regulations
- considering the advice of the Head Teacher and Deputy Head Teacher when approving this policy and when setting non statutory targets and evaluating progress towards them
- ensuring an effective approach to teaching and learning is implemented
- ensuring high expectations are set for all pupils, regardless of their abilities or needs
- ensuring that CPD and performance management policies promote quality learning and teaching,
- monitoring the effectiveness of the school through the school self-review process including reports from subject leaders and termly report to governors
- ensuring targets and results are published for Year 6 in the prospectus and on the website
- recognising and celebrating the effort and success of pupils and all staff
- participating actively in decision –making about the breadth and balance of the curriculum
- ensuring political issues are always presented to pupils in a balanced way

The Head Teacher [alongside the Deputy Head Teacher] will ensure that:

- all statutory elements of the curriculum and those subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- the school's approach to teaching and learning is based on research and ensures the needs of all pupils are met
- how the subject will be taught and assessed, the use of language (reading, writing , speaking and listening, the use of IT, promoting skills across the curriculum (PSHCE, communication, application of number, working with others, improving own learning and performance and problem solving) promoting other aspects of the school curriculum (financial capability, enterprise education, and education for sustainable development) and thinking skills (information processing, reasoning, enquiry, creative thinking, evaluation) are embedded and progressive
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- a culture of high-quality teaching across the school is promoted and teachers are provided with support to deliver high-quality teaching
- the amount of time provided for teaching the curriculum is adequate
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for summative assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve
- there is a coherent strategy for the effective management of performance data and staff and representatives of the Governors receive training on the interpretation and use of data to inform their planning and pupil centred target setting
- pupils' attainment and progress is tracked and the information is used to set SMART targets
- at least one pupil progress target is agreed with each teacher as part of the performance management cycle

Regarding Complaints Against the Curriculum: The Head Teacher will:

- take all complaints seriously and deal with them seriously
- follow the school's complaints procedure
- where necessary, explain the legal position with regard to the National Curriculum, and the scope available to the school to make changes

Subject leaders will:

- adhere to and develop policies
- analyse performance data in their areas and guide colleagues on the setting of realistic and challenging attainment and progress targets for each pupil
- monitor the progress of pupils and staff towards the targets at regular intervals
- evaluate outcomes with reference to local and national comparative data, focussing on trends over time, the relative performance of different groups of pupils' performance within and progress between key stages, performance in different subject areas

Teachers will:

- meet the teacher standards
- value and have high expectations of every pupil, irrespective of ability, race, gender, age or prior attainment
- create a classroom atmosphere which promotes high standards of attainment and fosters mutual respect, maintains good discipline and promotes clear expectations for the high quality of pupils' work and set up well-presented and regularly changed displays to support learning and teaching.
- organise resources, including space, efficiently and effectively for use by themselves and pupils
- be aware of the model of learning he / she presents to pupils
- have good curriculum knowledge and be clear about the skills, concepts and attitudes which are the goals of the learning process
- engage in well-timed interventions and deploy effective high-order questioning techniques
- have clear lesson objectives which are passed on to the pupils
- assess children's learning within a lesson and devise assessment strategies maintaining effective records of their plans and outcomes
- value and promote partnership between home and school
- participate in the process of long term and short term planning of learning as part of a team
- employ a range of teaching approaches, including the use of IT, well matched to pupils' learning needs
- maximise the opportunities available to work directly with pupils in appropriate and well planned whole-class, group and individual situations
- initiate discussions with pupils which promote learning and build confidence
- ensure that the pace of learning enables almost all pupils to make at least good progress in a lesson or sequence of lessons
- support pupils to contribute to setting their own learning targets
- encourage and support pupils to take responsibility for, and become active in, their own learning
- where there are weaknesses in pupils' knowledge and understanding, identify misconceptions and reteach
- participate in appropriate CPD and contribute to self-evaluation
- reflect on the learning and teaching which takes place in each lesson
- follow all curriculum policies and procedures
- gain the necessary expertise and knowledge about data analysis through training so that informed judgements can be made when setting targets and monitoring and evaluating progress
- agree SMART targets with each pupil for attainment and progress, personal and social skills, attendance and behaviour
- Collaborating with colleagues to moderate pupil achievement.
- encourage pupils to assess their progress towards their targets, and help them to understand what they have to do to improve
- report the progress of pupils against their targets to parent/carers formally once each year and informally at least each term

Support Staff [additional adults] will:

- work in co-operation with the Head Teacher and class teachers to provide effective additional support for particular pupils and classes
- participate in long and short term planning, delivering and evaluating appropriate programmes
- assist children both formally and informally using information from observation and assessment to promote and extend learning and teaching in groups and on an individual basis
- respond to the needs of individuals by ensuring that the experiences provided are appropriate to their interests, aptitudes, abilities and stages of development
- support the establishment of a learning environment which promotes clear expectations for the high quality of pupils' work organise resources, including space, to promote independent learning
- set up displays of children's work and interest tables which are changed on a regular basis
- participate in CPD opportunities
- assist in the support and development of parental participation
- react positively to pupils' efforts and show that they value achievement, effort and initiative
- work collaboratively with the class teacher

Pupils will:

- evaluate their own performance with support, against agreed and realistic objectives and agree targets for improvements with their teachers
- assess their own progress and seek advice if they are unsure about what to do to improve
- use language, number and information technology effectively
- acquire basic knowledge and skills appropriate to their individual needs
- adapt and apply understanding, knowledge and skills in a range of situations
- develop an independence of thought that encourages self reliance and flexibility as well as the skill to be able to work as a team
- acquire an understanding of basic contemporary, social, cultural and economic order
- understand human achievement in science and the arts, and experience personal achievement in these fields
- develop resilience, perseverance, self confidence, self respect, self discipline and self motivation in order to be ready for the next phase in their learning journey and continue the lifelong learning process with maximum effectiveness
- appreciate and take pride in achieving learning of high quality

Parents and Carers will: (refer to Home School Agreement)

- work in partnership with the school in all aspects of their children's education
- encourage their children's learning at home and ensure that homework is checked and completed
- ensure that their children are prepared for school
- ensure that their children have regular and punctual attendance and only take holidays during school holiday periods
- encourage their children to succeed in school
- encourage their children to take part in a range of school activities
- communicate with the school in a proactive manner and respond communication and consultation
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework.
- Attend meetings with child's teacher and other staff, aiming to be positive and productive, to improve learning.
- take part in initiatives which involve collaborative working to raise pupils' achievements
- attend conference evenings or meetings to discuss their children's progress
- ensure that the school has appropriate, up-to-date information on their children
- seek help where they feel unable to support learning effectively from class teachers, subject and phase leaders
- expect the school to provide information on their individual child's progress and the overall working of the school
- present themselves as positive learning role models
- Support and work with the school to ensure that their child follows the school rules and behaves well

The Curriculum

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

All state schools are also required to make provision for a daily act of collective worship and must teach religious education and sex and relationship education to pupils.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health, citizenship and economic education (PSHCE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

We believe that all pupils have a right to a broad, balanced and enriched curriculum that introduces each child to a wide range of concepts, experiences, knowledge and skills, takes individual differences into account and promotes spiritual, moral, social, cultural, intellectual and physical development. We believe in stimulating children's imagination and creativity in all parts of the curriculum, ensuring all learning benefits the children's own lives as well as their community. Making learning useful and meaningful. We believe by linking learning to real life, children move to secondary school are ready and with the best outcomes they can achieve.

Our school has a rich and vibrant curriculum, designed to provide a broad and balanced education for the 21st Century. It comprises all learning and other experiences. It promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. The National Curriculum is integral to all teaching and pupils develop the skills and knowledge required to become lifelong learners. There are also many opportunities for learning beyond the classroom in the context of a Rights Respecting ethos which enriches and deepens learning in real life contexts. Extensive clubs and trips provide the children with opportunities to embed and extend knowledge. Sequences of learning are also planned to challenge and develop independence and self motivation and values the importance of the individual. There is emphasis on trust and teamwork which in turn translates to a happy, successful and safe learning environment. The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community It also supports the pupils' mental health and well being. Our design and coverage is intended to ensure that all of our pupils understand subject disciplines, embed knowledge and develop skills It helps them to make links across and beyond the curriculum, asking questions and seeking answers. We rigorously monitor the delivery of our curriculum to ensure it impacts positively on high attainment and rapid progress for all children.

We are therefore committed to raising standards of *Basic Skills*. By *Basic Skills*, we mean the ability to read, write and speak in Standard English and to use mathematics and technology at a level necessary to function and progress at work and in society in general. We will also encourage pupils to work within given time scales, and facilitate the effective use of time through the provision of appropriate resources and planning extension/enrichment activities, which can be carried out by individuals or groups of pupils.

We aim to:

- provide a balance so that each area is allowed sufficient time for its contribution to be effective
- provide relevance that prepares pupils for opportunities, responsibilities and experiences of everyday life in the 21st century

- give time for the learning of a foreign language with specialist teaching to help them take their place in Great Britain and the World
- enhance the learning of Personal, Social, Health and Citizenship matters to equip them for their future
- ensure our children are experts in literacy, numeracy, problem solving and adapting to change so they are successful no matter what the future brings
- embed an environmental programme so that all children grow up having experienced learning in the natural environment and have a keen understanding about nature that encourages respect for the environment
- provide more opportunities for children to be users and creators of technology by using technology across their learning and developing skills like programming
- an accessible curriculum so that what is taught is matched to and develops pupils' abilities and aptitudes catering for the needs of both sexes from all ethnic and social groups, including the most able and those who are experiencing difficulties
- facilitate children's acquisition of knowledge, skills and qualities which will help them so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- facilitate continuity of progression with other schools and with the next phase of education, recognise the crucial role parent/carers play in their children's learning and make every effort to encourage parental involvement in the education process

All statutory core and foundation subjects are taught. For each subject, programmes of study set out what should be taught and the expected standards of pupil performance.

Our Core Subjects:

- English – Listening and Speaking, Drama, Reading, Writing and English Grammar Punctuation and Spelling [EGPS]
- Mathematics
- Science

Foundation Subjects

- Art and Design
- Personal, Social, Health Citizenship Education [PSHCE]
- Computing
- Design and Technology
- Languages [French]
- Humanities – Geography and History
- Music
- Physical Education and Sport and including Outdoor Adventurous Activities (OAA) and Dance

We also currently provide:

- regular Rights Respecting learning
- age appropriate Sex and Relationships Education [SRE] in every year group
- Environmental Programme across the school
- Food Technology as part of Design and Technology and Healthy Schools

Quality First Teaching

Is our key strategy in ensuring that each child achieves their full potential. This means that our teaching emphasises high quality, inclusive methods and strategies that help all pupils to overcome any barriers to their learning and provides opportunities for challenge and curiosity. We have a 'tiered' approach to planning for the development of effective teaching so that there is a logical and well-sequenced plan to support and sustain the highest quality:

1. Quality First Teaching
2. Targeted Academic Support

3. Wider Strategies

-  Highly focused lesson design with sharp learning objectives
-  High demands of pupil involvement and engagement with their learning
-  High levels of interaction for all pupils
-  Appropriate use of questioning, modelling and explaining on the part of the teacher
-  An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
-  An expectation that pupils will accept responsibility for their own learning and work independently
-  Regular use of encouragement and authentic praise to engage and motivate pupils
-  ensuring that lesson design has a clear structure where children are made aware of the learning objective at the start of the lesson
-  staff plan together in year groups and phases which ensures continuity of experience for the children and workload reduction for the staff
-  explicitly teaching new vocabulary – often with the aid of visuals and displays
-  children are asked to demonstrate and recall core knowledge in a variety of ways, e.g. drama, mind-mapping, drawing, digital literacy
-  children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
-  making explicit links to prior and future learning to make connections across the curriculum - including future careers
-  children work in flexible groups - mixed, pairs and individually
-  children's effort and achievement in their work is celebrated using a range of authentic age appropriate strategies
-  teachers ensure that learning is enjoyable and that children are excited about what they are doing
-  every teacher is a teacher of children with SEND and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
-  staff carefully track each child's progress to ensure that they are able to reach their full potential
-  staff meet regularly with parents and carers to discuss their children's progress and keep them up to date with what their children are learning

Planning

As a three-form entry junior school we need to ensure that all pupils in a cohort receive the same education. Year group teams plan using the National Curriculum, and school-based schemes of work supported by:

-  progression maps for each subject,
-  learning Context maps for each year group and
-  knowledge schema developed by Subject leaders for pupils to develop their understanding of endpoints and as a support for a learning sequence. We also use them to ensure revisiting

These are adapted to meet the needs of particular class groups and teachers choose whether to deliver blocks as discrete units, as part of a theme on a weekly basis or weekly over a period of time. Short term planning is completed for English, Mathematics, and the foundation subjects. These plans are evaluated at the end of the teaching time, are available to subject leaders, and form the basis for updating schemes of work. A record of achievement is kept for each child on a termly basis which includes a child's self-assessment. The work is either chosen by the child or from a teacher selected group of work.

We encourage teachers to work collaboratively and share the load with planning partners and seek advice and support from curriculum Subject Leaders. We provide resources to support good quality planning for the short medium and long term. All proformas are available on a shared platform on classroom computers and via the internet and in a paper copy file. Plans are for the class teacher and anyone else who works with those learners. They are monitored on the impact the planning has on pupil learning and progress.

Weekly Assessment Notes / Forward Planning including:

- a) how the learning went
- b) how it matched the needs of the pupils
- c) progress that was made
- d) where to go next

- Focus on pupils exceeding expectations and those not reaching the planned objectives.
- Forward planning on English, Mathematics and Science grids along with future targets for pupils, either as groups or individuals.

Assessment For and Of Learning

Why Assess? To:

- Give reliable information to parents and carers about how their child, and their child's school, is performing
- Allow meaningful tracking of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents and carers.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Give information that is quantifiable and free from bias.
- Help drive improvement for pupils and teachers
- Ensure close links to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- Make sure the school is keeping up with external best practice and innovation, created in consultation with those delivering best practice locally.
- be in consideration of, and benchmarked against, international best practice.

The assessment of pupils' work is an integral part of the process of learning and teaching. 'Assessment for learning [AfL]' is part of the framework in which educational objectives are set and each child's progress is monitored and described giving information that helps to plan the next educational steps in response to a pupil's needs, strengths as well as weaknesses. Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure.

Formative Assessments and Diagnostic Assessments

Formative assessments are used by teachers to gather ongoing information about student progress and understanding. These assessments are not graded and are designed to provide teachers with insight into what their pupils are grasping and where they may be struggling.

A key feature of formative assessments is that they are used to shape future instruction and support pupil learning. On the other hand, diagnostic assessments are used to identify specific areas of student misunderstanding or difficulty. These assessments are more focused and are used to delve into the root causes of any issues that have been identified through formative assessments.

Both types of assessments are crucial for informing instructional decisions. Formative assessments provide a general overview of pupil progress, allowing teachers to adjust their teaching methods and provide additional support where necessary.

Diagnostic assessments then help to pinpoint specific pupil needs, allowing for targeted and individualised support. By using both formative and diagnostic assessments, teachers can ensure that they are meeting the needs of all their students and supporting their learning effectively.

Impact on Learning and The Learner: The pupil will:

- know what to do to improve
- know what standards are required
- know what has been achieved against known success criteria and what to do next
- gain confidence, motivation and self-esteem as a learner
- improve own self-evaluation skills
- make progress

Assessment Procedures

Our procedures are consistent with local and national guidelines and provide pupils and teachers with accurate information on each individual's progress. Both summative and formative assessments have key contributions to make. The importance of developing skills in the assessment of pupils is recognised as a key area for support through staff development activities and appropriate support materials.

Evidence collected by teachers needs to include:

- work marked in books
- structured observations
- observations
- pre/post-tests, and
- end of key stage SATs

Pupils are assessed on a termly basis against the National Curriculum core subjects and twice a year in foundation subjects using the following grades:

M = Mastered (In Greater Depth)

S = Secure

D = Developing

E = Emerging

The vast majority of pupils are assessed against age related expectations. On very rare occasions where a child is pre key stage across all subjects of the curriculum and being taught an alternative curriculum, that child may be assessed outside the year group they are in. Some pupils may remain at emerging throughout the year, however the teacher and SENDCo will develop a system to show progress.

Statutory Testing

The results of statutory national tests at the end of KS2 will be reported as a scaled score, where 100 is the expected standard. To meet the attainment measure, 85% or more of pupils must meet the expected standard in reading, writing and maths by the end of KS2. This means achieving at least 100 in both reading and maths tests, and being assessed by their teacher as reaching the new expected standard in writing. To meet the progress measure, pupils must make sufficient progress in reading, writing and mathematics between reception and the end of KS2.

Statutory teacher assessments will be informed by published assessment frameworks. Schools will be above the floor standard if they meet either the progress or attainment measure.

At the end of **Key Stage 2** there will be statutory teacher assessments for each of:

- Reading

- EGPS – English Grammar, Punctuation and Spelling
- Mathematics
- Science

Teacher assessments for writing will be reported against published assessment frameworks – teachers will choose which one a pupil best meets. However, for reading, mathematics and science there will be a single performance descriptor describing the expected standard and teachers will have to judge and report on whether or not each pupil has met that expected standard.

Pupils in **years three, four and five** also undertake tests at the end of the academic year to allow teachers to further monitor progress and the school to monitor progress against national standards.

Progress through the programmes of study is reported to parent/carers with a termly report giving grades in key performance indicators, an oral midyear report and an end of year written report.

The Learning Environment

Ethos is arguably the most crucial factor in promoting pupil learning. A learning culture which recognises each individual's potential, builds self-esteem and rewards success at every level is much more conducive to learning than one which constantly reinforces failure. We believe the learning environment needs to be stimulating and challenging, a place in which pupils feel secure and confident and are given the opportunity and encouragement to succeed and to access programmes of learning which match their stage of development.

It will:

- promote pupils understanding of their responsibilities within a community / society
- Be self-servicing, enabling pupils to take increasing responsibility for the organisation and care of resources and space
- be purposeful, task-orientated, welcoming and supportive with a sense of order.
- have the necessary resources for learning which are effectively stored and accessible
- have interactive and stimulating displays with every child's work represented throughout the year to celebrate achievement
- be governed by an agreed set of rules for all activities
- foster co-operative and collaborative learning and good working relationships
- provide regular opportunities for pupils to develop their ideas through independent inquiry including extension / consolidation activities
- set a standard of quality which provides pupils with high expectations and positive attitudes
- have the flexibility to adapt to whole class, group and individual learning
- enable pupils to use IT effectively across the curriculum as an aid to learning

Appropriate displays of pupils' work should be in the classroom when a unit is being taught. This can be interspersed with artefacts, pictures and information about the unit being studied. These need to be recent, accurate, relevant, interesting and unbiased. Displays should be interactive with the aim of getting the pupils to notice and ask questions about what they can see. The additional information will offer useful opportunities to extend their study and thinking. The display should be on an accessible level to the pupils. Displays should include specific art vocabulary that has been taught throughout a topic.

Support staff have the responsibility for the production and upkeep of displays under the direction of the teaching staff. We aim to:

- encourage pupils by showing their learning at its best
- recognise progression in pupil's standards and learning development
- provide visual resources for teaching and learning
- publish what is going on in the classroom for pupils, parents/carers visitors etc

- set standards for modelling
- create a stimulating learning environment
- celebrate all pupils success regularly
- demonstrate progression – development of a process/theme
- make display a teaching resource encouraging active participation
- show that we value the efforts of pupils by taking care with presentation i.e. taking into account background, borders, mounting, colour, shape and texture
- always reflect equal opportunities and positive images representative of the school and local community

Feedback And Marking Procedures:

Please see separate Marking Procedure

Technology

Information and communication technology has an increasingly important part to play in the modern world. Accordingly, it must play a major role in learning and teaching at all levels and stages. It is a tool for delivering the curriculum and is used in curriculum areas and subjects to improve attainment and enhance learning. We ensure that we provide every pupil with the opportunity to develop their skills, knowledge and understanding in Computing as part of a balanced curriculum. The educational purpose of Computing should be to assist pupils to play their full part in society. We will:

- use technology selectively and appropriately to enliven the teaching process and motivate pupils towards positive attitudes to learning
- use technology to provide pupils with appropriate opportunities to take more responsibility for their own learning both in small groups and individually
- identify aspects of work where pupils' individual needs can be met more effectively through appropriate use of technology
- access or deploy a range of technological resources that offer diagnostic, additional support needs, consolidation and extension tasks within curriculum areas and subjects.

Monitoring And Evaluation

Planning is monitored by phase leaders initially weekly and documentation is kept. These are shared with individual teachers and the SMT. Summaries are provided for the whole staff to support raising achievement.

Quality of Teaching and Standards of Achievement

- These include observations, learning walks, pupil voice activities and work scrutinies internally from senior leaders, phase leaders, colleagues, subject leaders and external advisers such as the School Improvement Adviser from the Local Authority or consultants

Standards Analysis is completed by phase/subject leaders against the following:

- standards reached in each subject, by every year group, against national averages and similar schools
- standards achieved at the end of each key stage by sizeable groups, compared with national and local benchmarks
- standards achieved by pupils for whom the curriculum was disapplied, the arrangements, how pupils and parent/carers were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of national strategies on standards
- the views of staff about the action required to improve standards
- the nature of parental complaints

The Curriculum

Evaluation is essential for the planning and development of the curriculum. The development of our curriculum is supported by review at different levels:

By the school

- through the school strategic plan
- visits by subject Governors

By the LA

- through school-based curriculum development within the national and LA frameworks
- through reports from the inspectorate on aspects of the curriculum and overall school performance
- through reviewing of policy documentation in the light of changing needs and current understanding of good practice

By the DfE and Her Majesty's Inspectorate

- Through the publication of information relating to the school curriculum and assessment at national level
- Through the national programme of school inspection.

Appendix 1: Planning Procedures

Expectations: [From the current Teacher Standards]

Demonstrate good subject and curriculum knowledge

- have a **secure knowledge** of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and **address misunderstandings**
- demonstrate a critical understanding of **developments in the subject** and curriculum areas, and promote the **value of scholarship**
- demonstrate an understanding of and take responsibility for **promoting high standards of literacy, articulation and the correct use of standard English**, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- impart knowledge and develop understanding through **effective use of lesson time**
- promote a love of learning and children's intellectual curiosity
- **set homework and plan other out-of-class activities** to **consolidate** and **extend** the knowledge and understanding pupils have acquired
- **reflect systematically** on the **effectiveness of lessons and approaches to teaching**
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- **Adapt teaching** to respond to the strengths and needs of all pupils
- know when and how to **differentiate** appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Please remember:

- Do not work in isolation. Share the load with your planning partners and seek advice and support from phase/subject and senior leaders.

- Plan to the needs of the learners. Adapt your planning as you go along using formative assessment to guide you. Use your children's marked books, analysis of tests or tasks and daily evaluations at the beginning of your Planning, Preparation and Assessment [PPA] time to assess the needs before planning
- Please DO NOT create a flipchart per lesson. It tells a learner learning is separated rather than continuous.
- A flipchart is not a plan. It is a tool for the children and does not cover all the areas a plan may need.
- Good quality planning already exists in year group schemes of work and medium term plans. We do not need to reinvent the wheel.
- Your plans are for you and the people who work with your learners. They will be monitored on the basis of the impact the planning has on pupil learning and progress, much more than having the Ts crossed or the I I's dotted.
- As you complete your plans you MUST think about and record what you are going to assess and how. [assessing progress and closing the feedback loop]
- You must use any school scaffolds or key copies developed by subject leaders or SLT and saved in the appropriate folder in the T drive for easy access.

WEEKLY TIMETABLE must be completed on the school template and must include:

- Week Number, Dates, Class, Learning context / Focus
- A subject for every session
- NEW LEARNING (learning objectives) and the success criteria /outcomes you intend to share with learners. Ask yourself "WHY IS THIS BEING TAUGHT?" There will always be more than one for personalised, differentiated learning and it is important to share the previous objectives as they will become success criteria in the next lesson.

There are only two kinds of learning objective:

- THE BITS [specifically taught and learnt]:
- concepts [to understand...] the big ideas that are explored over time. They need to be broken down when writing learning objectives so that learners can see how the day's learning relates to the overall learning objective.
- skills [to be able to...],
- knowledge [to know that...]
- E.g. The long-term over-arching concept: To understand the importance of a healthy diet.

Its broken down version for today: To understand the impact of protein and the skill involved:

- To use information retrieval skills.

APPLICATIONS OF THOSE BITS e.g. designing and carry out an experiment before they have learnt to create a fair test, writing a whole story. These lessons give:

- opportunities to find out what pupils already know
- checking whether they can apply their learning to a variety of contexts
- Help to make connections and gives the learning a purpose providing motivation and interest
- Analysis when things go wrong so learners can identify next steps and update their targets
- Ask yourself - "What is it that the children need to spend most of their time doing in this lesson to learn what they need to learn?"

SC - Success Criteria [Remember to...]

- Product SC e.g. [Learning Objective [LO] to be able to use papier Mache effectively, everyone will have made a bowl] are less helpful
- Process SC e.g. [LO to be able to use papier Mache effectively - remember to : tear up the paper, cover it with paste, smooth it around the balloon evenly] which are focussed around the process or how the learning intention would be achieved are more successful

- provide a 'menu' of devices that will help to produce quality but do NOT ensure quality – that can only be ensured by the teacher's modelling, questioning, level of discussion in the classroom and quality of DIFFERENT forms of feedback
- SC need to be brief, succinct and ordered
- Planning SC leads to more focussed activities and less over planning but need to be gathered from learners to give them ownership
- SC should be generic for all learners regardless of their task as long as they all have access to the same LO [except for some maths]
- LOs from bits lessons become the success criteria for application lessons which help learners understand where the learning is going and make sense of the connection between separate lessons and tend to be a list of ingredients in no particular order

Accessibility strategies for pupils with SEND, bilingual learners, higher achievers, sizeable groups etc.

For example: Outcome/Success Criteria Teaching/learning method adult support
Resources Groupings

c) Teacher's role / focus and other adults focus

d) Teaching strategies /learning foci

For example: Facilitating Demonstration Investigation
Modelling Questioning Practical
Explanation Group/independent

Remember pupil learning styles – kinaesthetic, visual and auditory

e) Planned formative [Assessment for Learning]/summative assessment strategies recorded:

For example: Pupil self assessment Structured observation Marking
Written test Questioning Peer marking
Oral test Observation talk partners

f) Summing up the lesson

- review of what was learned
- marking /assessment
- contextualising learning with previous or future lessons

g) Other Areas

- Activities Resources Timings Reminders

2. WEEKLY ASSESSMENT / FORWARD PLANNING

Evidenced in the next sequence of lessons:

c) Where do you go from here?

- Focus on pupils exceeding expectations and those not reaching the planned objectives.

Half Termly Planning

- new learning: what pupils are expected to learn (learning objectives)
- the success criteria to share with learners
- Access strategies for children with SEND, bilingual learners, higher achievers etc.
- Identification of the teacher's role / focus and other adults focus
- Teaching strategies /learning foci

e.g.	▪ Facilitating	▪ Demonstration	▪ Investigation
	▪ Modelling	▪ Questioning	▪ Practical

- Explanation
- Group/independent
- Planned formative [Assessment for Learning]/summative assessment strategies recorded:
 - e.g.
 - Pupil self-assessment
 - Written test
 - Oral test
 - Structured observation
 - Questioning
 - Observation
 - Marking
 - Peer marking
 - talk partners
- Progress checks throughout sessions: to review of what was learned, mark and assess and contextualise learning with previous or future lessons

Appendix 1: Quality First Teaching



Appendix 2: Positive Learning Behaviours

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES



SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, negotiate constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Appendix 3: Classroom Organisation

We believe that organising and managing the classroom effectively is an important means of making learning and teaching effective and efficient. It also enables standards to be raised and maintained.

We aim to:

- provide equal opportunity for all by allowing children to work in ways that meet their learning needs and celebrates their individuality
- encourage and develop independence in organising themselves and their learning using the appropriate resources in the appropriate way
- provide a safe space to teach and learn in with a stimulating atmosphere where high standards are constantly being modelled
- provide an excellent aesthetically pleasing space for parents and carers, governors and the wider community to appreciate
- model efficient management strategies of time and resources
- demonstrate consistency in the use of appropriate resources and equipment in year group teams

To do this we will:

- use the provided space and facilities efficiently and appropriately for the age of children in the class and their needs
- explicitly label the curriculum areas we teach to give appropriate focus to those areas
- ensure the resources are appropriate and accessible to all and are clearly labelled
- allow sufficient space for children to move around safely so that all can concentrate on teaching and learning
- provide different groupings of furniture and areas in which children can work to meet their differing needs
- ensure that children can see the teacher and/or board at all times
- have displays of children's work, artefacts, information that reflects the broad curriculum and stimulates, arouses curiosity, poses questions and imparts information
- reflect equal opportunities issues in the classroom both explicitly and implicitly with posters, positive images etc
- have high expectations, with pride in the classroom and have consistently high standards set by the teacher

We provide:

- aesthetically pleasing space: plants, drapes
- space for pupils to move around safely
- children's trays/crates for collecting sets of books and folders and tops of units and must be kept tidy with spaces for 3D displays
- furniture that is appropriate for the age range and that is useful in each room
- accessible resources for children to use i.e. pencils, pens, rulers, crayons, glue etc.
- child work areas in 2's, 3's, 4's, 5's and 6's [in groups or around storage] and individual space as appropriate. Horseshoe shapes are useful as well. Furniture arrangement needs to be appropriate to individual lessons.
- a tidy area for teacher's resources. Some rooms have teacher's desk.

We label to:

- make things stand out and give focus
- help the children become independent learners
- save time and reinforce teacher instruction
- model writing and computing skills
- support other adults working in or visiting the room
- create a cared for environment

We label:

- **Defined Curriculum Areas** - topic/focus area/board/table [Humanities/PSHCE/MFL]
 - Writing
 - Reading/books/library area
 - Mathematics/PSRN area
 - Science
 - Technology [Computing/D&T] area
 - Arts area
- **All storage trays/paper chest cupboards** with what is in them, furniture and other features to support EAL children resources i.e. glue, scissors, pens, pencils etc. Displays using upper and lower case letters as a modelling strategy in some areas as it shows purpose to learning to write well.
- Exercise Books

Books are covered with the provided covers and reusable plastic covers

For each lesson the books must always have:

- date in words or in numbers depending on the curriculum area [not in margins]
- title of piece of work underlined based on individualised objectives for the lesson recorded as a title with capitalisation
- be ruled off at the end of each piece of work
- marked as the work takes place – targets recorded
- photocopied sheets must be kept to a minimum dated, stuck in books open and flat for ease of access

On Display in the Classroom:

- appropriate risk assessments
- playtimes – assembly details
- shared reading partners list and time
- fire procedures
- timetables – to include
 - SEN / EAL/PP support
 - support staff timetable
 - hall times / outside times

- swimming
- PPA support
- volunteer readers support
- Specialist support music, French, PE and Sports
- library sessions
- times when children are out of class

Appendix 4: Displays Need to Include:

- posters/Information
- topic resources
- pupil work named and dated
- information related to the learning intentions/objectives of the lessons from which the display came and the process the pupils went through
- information in pupil/parent/carer friendly language
- evidence of technology use i.e. photographs, computer graphics and labels etc
- modelling of the appropriate handwriting taught to the pupils in explanations or labels
- 3D or tactile or interactive areas or artefacts if appropriate
- questions relating to the objectives and the display, particularly to using and applying in some curriculum areas and the key skills and thinking skills in the National Curriculum

Timing

- in the classroom at least one display needs to be changed each half term
- corridor displays need to be changed termly
- hall displays will be themed each term