



Discovery Schools
Academy Trust

POLICY:

**LEARNING & TEACHING
ASSESSMENT
CURRICULUM**



Discovery Schools
Academy Trust

ASSESSMENT POLICY



**Asfordby
Captain's Close**
Primary School

2017

Purpose

The purpose of this policy is to support and guide education professionals and assessment leaders in their key task of ensuring that every child is offered an appropriate degree of support and challenge in order to build effectively upon their current progress and understanding.

Aims and rationale

Accurate, informed, consistent and frequent assessments of children's understanding are essential if educational professionals are to provide every child with a relevant and appropriately challenging curriculum to help them to grow into independent learners, able to evaluate their own work and progress.

The Trust's policy on assessment is inseparable from its curriculum policies and they must be seen jointly as evolving processes with assessment informing the curriculum planning cycle.

It is vital that our assessments are accurate, consistent and systematic throughout each school and across the Trust. They should be straightforward and as economical as possible in their use of time whilst remaining effective. Assessment data must be interrogated and benchmarked against National and Trust data sets and between schools.

Involvement of children

We believe that it is important to involve children wherever possible in the process and outcome of assessment in a positive way. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development. Children should also be clear about which criteria are being assessed.

Formative and Summative Assessment

The purpose of formative assessment is to guide the teacher in planning for and supporting the next steps of a child's learning. Formative assessment is a continuous process from lesson to lesson as children are developing skills and knowledge all the time in response to their school experience and other factors they encounter to support their learning as individuals. Teachers use the outcomes of formative assessment to plan lessons in which challenges are closely matched to the next steps expectations of their pupils. Short term planning includes criteria identified to take pupils on to their next stage of learning.

Assessment of progress and attainment takes many forms, and includes: observation of children at work, verbal and written comments to children about their work; marking of a child's work including references to next steps or targets. We summarise the child's achievements over time compared with to age related expectations. We share this information with parents (at parents' evenings and in annual reports), the child's next teacher or the child's next school.

Summative assessment tests and tasks are used towards the end of each term as a check against which teacher assessment outcomes are weighed. This is triangulated through moderation and observation activities. Where unacceptable variance in outcomes occurs school leaders will work with teachers to re-evaluate teacher assessment and the child's assessment test outcomes to establish an accurate view of the child's current attainment.

Types of assessment

Assessment of the product – looking at what the child has produced

Assessment of the process – looking at what the child is doing and how they are doing it.

Assessment of subject skills – looking at what the child understands within individual curriculum subject areas.

Assessment of mastery – looking at how secure a child's depth of knowledge and understanding are within a subject by assessing their ability to use and apply this learning within and across other curriculum areas.

Reception

Attainment on entry is assessed as a Reception Baseline from which we plan individual learning journeys in the early years.

DSAT EYFS Leaders have carefully evaluated the Baseline assessment products of six providers. On balance, and regarding the particular needs within our schools, DSAT's preferred provider for Baseline Assessment in our schools has been identified as NFER

Continuous assessment across all areas of learning takes place, from lesson to lesson and from day to day. Outcomes inform next steps planning, enabling a full and accurate profile of pupils' emerging skills and knowledge to be built up across the year.

Continuous assessment data is stored electronically. A Foundation Stage Profile showing evidence of curriculum content and progress may be retained for each pupil.

Key Stages 1 and 2

Our school uses Target Tracker statements which are directly to the 2014 National Curriculum expectations for each year group in Key Stage 1 and Key Stage 2 to guide our assessment practice. We also use DFE Key Performance indicators to support our judgements.

Pupils' attainment is assessed against the appropriate age related expectations in each year group and in each subject area.

Using National Curriculum focussed statements linked to age related expectations we assess pupil's attainment in each year group on a 6 point scale ranging from Working towards to working at greater depth.

All pupils except those with a recorded SEN which affects their cognitive ability are expected to achieve at least age related expectations in all core subjects by the end of Key Stage 2, with a minimum expectation of 75% attaining this level. This is reviewed in line with expected progress from their starting points at the end of Key Stage one and their EYFS Levels of development.

Year on year, good and outstanding progress will enable an increasing proportion of pupils to reach and to work at greater depth.

Long term individual pupil expectations will be guided by EYFS baseline assessments from 2016. Individual prior progress and attainment as evidenced in the previous academic year, together with the analysis of individual current performance also guides expectations each year.

Children's progress and attainment is continually assessed through:

- Planning tailored to pupils' needs with assessment statement criteria included
- Observations and discussions about work, with feedback during lessons crucial to supporting progress. This will be a focus for observation at all times to support our judgements for progress in Teaching and Learning.
- Marking work, including next steps and children's targets. Our learning slips are a basis for supporting targeted feedback, and enabling children to self assess, although success criteria will also be unpicked during lesson time and may be altered.
- English records including reading records, phonic/spelling checkups, writing assessments, speaking and listening/oracy observations
- Maths records
- Core and foundation subject planning and assessment records
- Special needs diagnostics, including introduction of PIVATs materials
- Year 1 Phonics Screen
- Year 2 Phonics Screen (if unable to meet required score in Year 1)
- End of KS2 National tests in core subjects (including Science for a sample of children each year)

Assessment outcomes are frequently updated through our Target Tracker systems
Updates are made to the Statements system by class teachers regularly in line with
the expectation of weekly focused marking in core subjects.
Our key focus is on how lessons are structured to enable in the moment feedback and questioning
to ensure challenge and depth of learning for all children.

individual assessments of their pupils skills and understanding indicates that progress has been made towards statements within subject areas.

The Trust gathers data from schools at six points across each academic year as follows:

- **Autumn Term 1** – Teacher Assessment
- **Autumn Term 2** – Summative Assessment Test data + Teacher Assessment
- **Spring Term 1** – Teacher Assessment
- **Spring Term 2** – Summative Assessment Test data + Teacher Assessment
- **Summer Term 1** – Teacher Assessment
- **Summer Term 2** – Summative Assessment Test data + Teacher Assessment

The analysis of children’s assessment outcomes is used to inform discussions at Pupil Progress meetings and to determine next steps.

Pupil progress meetings focus on outcomes of the following key pupil groups:

- Whole class
- Boys and Girls
- Pupil Premium pupils / non-Pupil Premium pupils
- Higher Ability Pupils / non-Higher Ability Pupils
- SEN pupils / non-SEN pupils
- EAL pupils / non-EAL pupils
- CLA pupils / non CLA pupils

We endeavour to provide support and intervene as required to ensure gaps in progress between pupil groups are narrowed and no child is left behind. If we have particular concerns about the progress of particular children or groups of children we may gather assessment information with greater frequency to analyse the effectiveness of focussed interventions and to determine next steps.

Teachers’ assessment records

Each teacher has electronic access to assessment details for their class, which they update and analyse in line with policy. Assessment information is easily available to the teacher through password controlled entry to the live, web-based Target Tracker system which allows easy access to and analysis of data relating to class, cohort, key pupil groups and individuals.

Contextual information e.g. Pupil Premium allocation, SEN status etc. is held within the system through migration from the school’s information management system.

As well as information relating to progress and attainment, schools track and analyse aspects of individual, class and cohort behaviour on the system, as well as using CPOMS tracking for wider behavior details.

Pupils with Special Educational Needs

Children with registered special educational needs that impact on their cognitive ability are supported to access the National Curriculum. All children have the right to exposure to quality first teaching at an age appropriate level, however we recognise that adaptation of the curriculum may be necessary to meet the particular needs of a very small minority of pupils.

Within the assessment system it is likely that in each year group there will be a very small minority of pupils with significant cognitive delay who may remain within the 'developing' stage throughout each school year. It may be necessary for schools to break down the expectations into smaller steps so that progression may be measured and celebrated. It may very occasionally be necessary to also develop a pre step-1 ladder of skills in certain isolated cases where an individual child's individual learning needs are so significant that they are unable to access step 1 expectations within a curriculum year. We are also introducing PIVATS materials to support targeted tracking for key individuals.

Points to remember:

- SEN is never an excuse for poor progress. The expectation of progress of children with special needs should be at least compatible to that expected of all children.
- Units of learning may need to be smaller if children are to gain a sense of progress
- More frequent recognition of achievement may be necessary
- Presenting different ways of assessment may offer the child the chance to achieve (e.g. oral rather than written questioning)
- Try to approach the assessment without preconception about the child's performance. Base your findings on evidence. Some children may have special needs in one area but not in another.
- Progress of children on the SEN register will be monitored to ensure that all continue to develop their skills and knowledge at an appropriate pace.

Higher Attaining Pupils

Higher attaining pupils are initially identified from the outcomes of the EYFS baseline assessment. As children progress through Key Stage 1 and Key Stage 2 additional pupils who make very good progress may be identified as high attaining as they develop.

Suitably challenging work is provided by class teachers for access for all children, but also specifically to ensure high attaining pupils can work at greater depth. Their

progress is monitored carefully each half term to ensure that they continue to develop their skills, understanding and ability to apply concepts and knowledge effectively. You will not typically see regularly differentiated groups in our school. We use a Mastery learning approach and will target in lesson interventions in the areas of need for that area of learning.

High attaining pupils are expected to work towards statements that evidence a deep learning and mastery of the subject assessed. Mastery involves the pupil being able to confidently and accurately use and apply their advanced skill and knowledge in one subject to solve problems in a different area of the curriculum.

Consistency of judgements

We believe the process of accurate moderation is essential if we are to achieve consistency and quality in our assessments. We promote consistency by:

- Working in close collaboration with colleagues across all Trust schools
- Sharing planning, schemes of work and a common approach to tracking and assessment using Target tracker materials.
- Undertaking moderation activities to ensure
 1. agreement in common of expectations linked to curriculum based statements
 2. our understanding of 'developing, achieving and working at greater depth parameters when recording attainment and progress
- Agreement of an annual plan for moderation of the accuracy and consistency of assessment in a range of curriculum subject areas as follows:
 - English & Maths – twice a year across the Trust – subject leaders
 - Science – once a year across the Trust – subject leaders
 - Wider curriculum – 'in-school' moderation - subject leaders and at Curriculum teachmeets

Review

Our assessment practices continually develop and are closely monitored to ensure that they continue to:

- Reflect the aims of the school
- Encourage the pupils to achieve high standards
- Be relevant and consistent
- Involve pupils
- Be manageable
- Fulfil our statutory obligations

April 2017

Agreed with Staff:

Agreed by Governors:

Review date: November 2017

Appendix 1 - Formal Assessment and Target Setting Cycle

September - October

Reception Baseline Assessment

Target setting using FFT targets and prior attainment.

October

Milestone 1 – Teacher assessment –submit to Trust Review

Two weeks before end of Autumn Term

Milestone 2 – Formal test/teacher assessment – submit to Trust Review

Week before February half term

Milestone 3 – Teacher assessment –submit to Trust Review

Two weeks before end of Spring Term

Milestone 4 – Formal test/teacher assessment – submit to Trust Review

May

Year 2 and Year 6 National Assessments

Week before May half term

Milestone 5 – Teacher assessment –submit to Trust Review

Three weeks before end of Summer Term

Milestone 6 – Formal test assessment – submit to Trust Review

Appendix 2

Assessment and Feedback Guidelines agreed with staff 15.11.16

Key marking

- ☒ Green to tick/highlight Learning slip – highlight LO (Green)
- ☒ Orange comments in learning to show how to move on: should be evidence of prompts to support this

Learning Slip:

- ☒ Include an extra row for challenge element to move chn on; challenge element may not be ticked for achieved but LO could still be highlighted.
- ☒ Date to be on learning slip
- ☒ EYFS/KS1 Printed on Learning Slip.
- ☒ KS2 children to write own date (long date written work, short date Maths – Robins & Swallows Day, Date, Month, Year / Eagles & Kingfishers Date, Month, Year)
- ☒ Y4 to transition to writing LO in books, Y5&6 to write LO not to have them on the learning slip
- ☒ L.O. to be phrased – To be able to, To know, To understand (not to be abbreviated)

Revision March 2017: structured mark should be evident at least once a week relating to lo/next steps: see materials on scaffolded marking for further clarification, In the moment feedback

It is expected questioning and feedback is integral to every lesson and to elicit progress. Staff should minimise one to one hands up and embed afl strategies to engage all learners

Verbal feedback: green V in a circle to show this has been given at the point of learning

Mini plenaries: EYFS / KS1 to write MP on left of page, KS2 to write MP on left of page and draw line across page.

Peer Assessment:

Learning Slips once a week to have **peer assessment** fitted to the specific learning across the unit/week.

Children reviewing partners work – Maths: green/orange highlighter dots (not ticks & crosses) Spelling in RWInc green/orange dots

Writing: Underline in green/orange during peer review (see LG for clarification)

Practical learning – may be photos occasionally – drawing of the practical element, written learning comment / reflection to show what has been done at these times. Linking metacognitive elements to how this learning helps to move learning forward.

Symbols: I = Independent work, S = Support, G = Guided group, CAT in cat face

LG has revised grammar/spelling symbols and will send these out for later

review



Discovery Schools
Academy Trust

2016/17



Asfordby
Captain's Close
Primary School

Introduction

Our schools within Discovery Schools Academy Trust (DSAT) believe that the curriculum is a powerful tool that should promote a love of learning, a willingness to explore and have a bespoke set of opportunities to meet the needs of the children within each school. The National Curriculum is used as a starting point for each school to construct topics of curricular subjects for the children to explore. We enrich it locally within each school by using the four cornerstones of learning: engage, develop, innovate and express your learning. We are committed to developing the whole child and ensure that the curriculum is appropriate for their stage of education regardless of their age. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We seek to find real life experiences and opportunities for children to work together within and between schools.

Through joint practice development all curriculum leaders within our schools continually review and improve the curriculum we offer to our children. Each school is expected to develop a curriculum that evolves according to the needs of its children and to the aspirations of the staff and community.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. Schools organise their curriculum so that they promote co-operation and understanding between all members of the Trust community. Each school uses their local community to enrich the curriculum.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our multi academy trust.

We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involved. At Captain's Close each class organizes a calendar to structure this throughout the year, as well as our whole school parental engagement plan.

Our values strongly reflect those accepted as British Values and we map British Values across our Curriculum Maps.

Aims and Objectives

The aims of our school's curriculum are:

- To enable all children to understand how to be successful learners
- To ensure that all children, regardless of starting point and barriers, achieve their potential
- To enable children to understand the skills and attributes needed to be a successful learner
- To enable children to develop their own personal interests
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of English, Mathematics and Information Technology (IT) / Computing
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to be healthy individuals who enjoy exercise and appreciate the importance of a healthy lifestyle
- To teach children about their developing world, including how their environment and society has changed over time
- To help children understand Britain's cultural heritage and traditional British values
- To enable children to be positive citizens in society and to feel that they can make a difference
- To enable children to understand and respect other cultures
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To enable children to be active and take responsibility for their own health
- To give every child the opportunity to learn to play a musical instrument
- To give every child opportunities to learn a foreign language and about other cultures

- To encourage children to be passionate about what they believe in and to develop their own thinking
- To enable children to ask questions and take risks
- To enable children to develop their intellect including their emotional development to enable them to make independent steps into the world

Organisation and Planning

Each school within the Trust is autonomous in the creation and delivery of its own curriculum to meet the needs of its children. We expect each school to follow the trust aims and objectives but to deliver these in a way that is appropriate to their school.

Generally topics of work have no predefined length but are grouped across the year to suit the year group curriculum aims and necessary coverage of skills. Usually this is on a Half termly basis.

Where possible schools seek to share planning and topics to encourage joint practice development, and have a similar language between schools to exploit shared opportunities and peer review. The Trust has developed a core scheme of work for English and Mathematics which schools are encouraged to follow.

All teachers are expected to provide a medium-term plan for Foundation subjects which gives clear guidance on the objectives and teaching strategies that will be used when teaching each topic to enable the children they are teaching to progress. These will encompass skills, concepts and knowledge to build on previous learning.

Our short-term plans are written on a weekly basis for English and Mathematics. Weekly foundation subject planning supports the application of key skills across subjects as well as embedding learning across all subjects to enable rich learning experiences across a multi-disciplinary approach. British Values and PSHE are mapped across these opportunities.

In the Foundation Stage, Key Stage 1 and at Key Stage 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Each topic may have specific subject focuses and not cover all subjects. Over the three terms of the academic year each child has the opportunity to experience the full range of National Curriculum subjects.

Children with Special Needs

The curriculum in our schools is designed to provide access and opportunity for all

children who attend the school. If a school thinks it is necessary to adapt the curriculum to meet the needs of individual children, then they do so only after the parents of the child and relevant professionals have been consulted.

If a child has a special need, our schools do all they can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for referral to receive an individualized Education Health Care Plan, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Early Years Foundation Stage

The curriculum that we teach in the EYFS class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

All our schools fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in each area.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child. A Baseline assessment is completed. Our schools have chosen to use NFER as their preferred provider for Baseline Assessment in 2016-17.

We believe the support of parents and carers is essential if teachers are to make outstanding progress in our schools. Each school is expected to build positive links with the parents and carers of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance

- Problem-solving

Schools strive to develop these skills across the curriculum.

Extra-Curricular Activities

All schools are expected to provide extra-curricular activities to expand and meet the interest of its children. Opportunities for participation for all children should be explored and the Trust provides a range of sporting and Arts activities which are designed to increase the number of children who can participate in representing their school. Where possible, schools provide before and after school wrap around care with activities linked to the curriculum. At Captain's Close, demand has not supported regular wrap around care to date, but this remains a constant consideration as the school expands.

Pupil Voice

Each school has a school council and encourages children to elect representatives to provide opportunities for pupil voice within school. Each school council has a budget and uses it to promote learning and opportunities within their school. The council is used regularly to interview staff for positions and act as ambassadors for guests visiting the school.

The Trust organises and operates a children's parliament that is made up of representatives from each school. Children elect Members of Discovery Parliament (MDPs) for each select committees within each school.

The four select committees are

- ☐ The Arts
- ☐ Well Being
- ☐ STEM
- ☐ Literature and Learning

Schools then identify from their MDPs two children who are Ministers for the Cabinet, and they select a Prime Minister, Deputy Prime Minister and Chancellor. The cabinet is provided with an annual budget to develop learning opportunities between schools and set priorities. The cabinet is expected to report to the Trust Directors three times a year.

Celebration of Excellence and Effort

Each school has its own rewards and house systems to celebrate children's successes. DSAT organises an annual awards event to celebrate children's and adult's contributions and efforts. All schools nominate children for each category and the Trust selects three candidates in each category to attend the prestigious awards ceremony.

Curriculum Leadership

Each school decides how to distribute the leadership of the curriculum and specific areas. The role of the each leader is to:

- Provide a strategic lead and direction for the subject

- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each leader to keep up to date with developments in their area, at both national and local level. They review the way their area is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. They all attend trust network meetings to share and develop best practice.

Monitoring and Review

Each governing body is responsible for monitoring the way the school curriculum is implemented locally

The governors liaise with the leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Co-ordinators and School Management Team.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

The Trust Board of Directors has a Risk management subcommittee that reviews Trust priorities and initiatives to develop teaching and learning which includes curriculum developments and partnerships. A Headteacher and a local governor can be elected to join this group.

REVIEW

The Board of Discovery Schools Academy Trust will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.



Discovery Schools
Academy Trust

LEARNING & TEACHING

POLICY



Asfordby
Captain's Close
Primary School

2016/17

A key Principle of the Trust is to develop highly effective learning communities – that are outward facing and open to new ideas.

Our first and over-riding priority is to facilitate and promote learning so that all the children in our care grow into independent life-long learners, regardless of their academic ability, gender, background, disability, or culture.

We encourage all adults within each school to learn. Our staff regard themselves as lead learners. Staff and Governors in schools believe in the value of education and the capacity of learning to transform lives. We aim to communicate this belief clearly to our pupils, parents and to the wider community. We celebrate achievement of individuals (child and adult), class, school and community.

POLICY AIMS

TO ENABLE

Each Pupil

- ❑ to be an efficient learner, equipped with the necessary interests and skills to approach problem solving and enquiry based learning successfully
- ❑ to understand their personal strengths and their areas for development
- ❑ to achieve their highest possible standards of learning, progress and attainment
- ❑ to make the best possible progress relative to their prior attainment
- ❑ to continue to develop their skills, knowledge and understanding, academically and socially
- ❑ to be curious about the world in which they live
- ❑ to develop a lifelong love of learning and an enquiring mind

Each Teacher / Learning Support Assistant, Teaching Assistant, HLTA

- ❑ to confidently develop and use a rich variety of teaching skills
- ❑ to understand the nature of competent and effective teaching practice
- ❑ to maintain high quality practice in all areas of the curriculum
- ❑ to create and maintain a stimulating environment where learning is enjoyable and appropriately challenging
- ❑ to aim for excellence in self and pupils
- ❑ to develop a life-long love of learning and an enquiring mind

WE ENCOURAGE AND MOTIVATE ALL CHILDREN TOWARDS INDEPENDENT LEARNING THROUGH THE DEVELOPMENT OF

- ☒ high self-esteem, leading to independence of thought, action and belief, tempered by a respect for the opinions and beliefs of others, and by appropriate behaviour
- ☒ understanding and appropriate personal application of the concept of good citizenship and British Values
- ☒ effective speaking and listening skills
- ☒ knowledge, understanding and application of effective skills in Reading, Writing, Mathematics and Science
- ☒ ICT skills and their application to aid effective learning and research in a wide range of tasks
- ☒ environmental awareness and appreciation
- ☒ historical knowledge, interest and awareness
- ☒ aesthetic/musical awareness and appreciation
- ☒ flexibility in approach to handling tasks and solving problems
- ☒ interpersonal skills
- ☒ logical thinking skills and creative approaches to problem solving
- ☒ appreciation for and development of collaborative planning and working skills
- ☒ a range of research skills
- ☒ confidence and motivation and appropriately high self esteem
- ☒ appreciation of and involvement in sport & leisure activities
- ☒ secure social, moral, spiritual and cultural values (SMSC)
- ☒ a range of practical skills including the use of initiative
 - technological skills and an understanding of the part that technology increasingly plays in today's rapidly developing world
- ☒ appropriate presentation skills, including self-presentation
- ☒ appropriate regard for the health and safety of self and others at all times

☒ PUPILS ENGAGED IN QUALITY LEARNING WILL

- ☒ be interested, attentive & motivated, able to concentrate on and persevere with tasks
- ☒ collaborate / work independently according to task requirements
- ☒ be tolerant of other views / opinions / abilities
- ☒ take responsibilities within designated areas
- ☒ use resources appropriately
- ☒ respond positively to opportunities to make choices
- ☒ be able to self evaluate / correct
- ☒ be able to draw on previous learning & skills to solve problems / make connections
- ☒ take care / pride over presentation
- ☒ be eager to make progress / complete tasks

- ☒ abide by learning area rules / conventions of health & safety
- ☒ demonstrate positive behaviour / courtesy
- ☒ benefit from extra adult support
- ☒ work with teachers and parents to set and achieve targets based on prior attainment and appropriately high expectations

TO ENSURE QUALITY LEARNING, TEACHERS' PLANNING IS

- ☒ informed by the outcomes of rigorous prior assessment and high expectation of future progress
- ☒ based on clear learning objectives and success criteria which are overtly communicated to pupils in each lesson
- ☒ highly relevant to the learners; structured around different styles of learning as appropriate to pupils in the class / group and linked to prior learning and experiences
- ☒ appropriately resourced (physical and human)
- ☒ collaboratively planned in year group teams with the support of Curriculum Leader input
- ☒ based on a creative and cohesive curriculum that remains broad, balanced, relevant and inclusive
- ☒ differentiated to match the learning needs within the year/class/group

TEACHERS ENGAGED IN QUALITY TEACHING WILL

- ☒ have a secure knowledge and understanding of the subjects being taught
- ☒ be aware of the benefits of a motivating atmosphere
- ☒ promote an ethos with pupils that uses positive reinforcement and use specific praise to motivate, reward and inspire children to achieve to the best of their ability
- plan and deliver lessons that take account of pupils' preferred learning styles and link new learning to prior experiences
- ensure the pace and progression in lessons is matched to pupils' prior learning and to realistically high expectations
- ☒ ensure provision is tailored to the range of ability in their class, include learning objectives and success criteria, and share these overtly with their pupils, refer to them during the lesson, and make them the focus of the plenary session and of marking and assessment of work
- ☒ organise their classroom to support learning effectively, through well planned seating arrangements, accessibility to a wide range of good quality, well-organised resources, provision of stimulating displays (including pupils' work) and the use of additional stimuli (e.g. ICT) to enhance the learning experience
- give clear explanations and engage children's interest through the use of open and differentiated questioning techniques
- ☒ use balanced learning and teaching strategies
- maximise assessment opportunities across the whole curriculum, using the outcomes to aid planning to match children's learning needs

- ☒ intervene and support pupils effectively, based on ongoing assessment / evaluation
- ☒ provide positive & consistent approaches to discipline
- ☒ deploy effective homework strategies and encourage positive home school links
- ☒ utilise additional adult support effectively
- ☒ set, evaluate and communicate effectively to pupils and their parents progress towards short and medium term individual and group targets based on prior attainment and realistically high expectations (see Assessment and Target Setting Policy)

TO ENSURE QUALITY TEACHING

CONTINUOUS ASSESSMENT OF PUPIL PROGRESS

- ☒ is matched to the nature of learning
- ☒ reliably informs future planning and teaching
- ☒ is a dynamic process where there is interaction between the teacher and pupils

RESOURCES ARE

- ☒ accessible, clearly labeled and appropriate to the task
 - regularly reviewed as part of each Curriculum Leader's responsibility
- ☒ easily accessed by pupils, who are encouraged to choose the most appropriate resource for the task (within constraints of Health and Safety policy)

SCHOOLS ARE EXPECTED TO ENSURE LEARNING AREA IS EQUIPPED WITH

- ☒ A book storage / display area, accessible to all children
- ☒ An accessible Mathematics resources area of everyday equipment
- ☒ Interactive whiteboard technology
- ☒ Attractive display boards / areas, providing a stimulation for effective learning
 - A 'working wall' displaying on-going learning in Reading, Writing and Mathematics + other areas of the curriculum as appropriate to the class
- ☒ Furniture which is arranged by the teacher to suit the task/lesson
- ☒ Everyday essentials which are readily available and clearly labelled and organised
- ☒ A teacher with good personal organisation, and the skills and knowledge to lead learning in an inclusive environment
- ☒ Timetabled Learning Support Assistant time to work with pupils with additional needs and to support the class teacher administration and teaching
- ☒ A cloakroom which the teacher ensures is kept tidy by the children in the class

CONTINUOUS PROFESSIONAL DEVELOPMENT

All staff are encouraged and expected to attend necessary professional development activities to update them on current thinking and practice.

We have a responsibility to ensure the inclusion of staff in performance management schedules that aim to support improvement of practice. Staff development needs are identified through:

- The school's improvement/strategic plans
- ☐ The Performance Management system
- ☐ Leadership Team observations of teaching and learning
- ☐ Collaborative partnership working between teachers
- ☐ Curriculum Leader identification of need
- ☐ Joint planning sessions, when colleagues agree to support each other
- ☐ Lesson Study
- ☐ Reflective journals or blogs

Staff professional development activities may occur on-site and may be led and supported by teachers and support staff who share their skills.

HOME SUPPORT FOR LEARNING

Schools encourage parents and carers to be involved in their child's learning. They are informed during induction that their interest, encouragement and involvement are crucial.

Schools currently involve and encourage participation in children's learning by inviting parents to:

- show interest in and support pupils with 'homework activities
- provide regular and frequent support of their child's reading development
- ☐ comment in home/school reading logs and in learning logs
- ☐ contribute at Autumn and Spring Consultation Evenings
- ☐ contribute to Pupil passport termly review and revision of individual learning targets and to annual reviews of SEN statements
- ☐ attend regular school events including concerts, plays, assemblies, book fairs, sporting events etc.
- ☐ become fully involved in supporting their child through school transfer
- ☐ receive, show interest in and comment on annual reports

In addition our Schools:

- ☐ Welcome interested parents as volunteer helpers throughout the school on a regular and casual basis
- ☐ Promote and provide family learning opportunities
- ☐ Provide access to a variety of adult learning and recreational activities on site
- ☐ Provide curriculum workshops for parents to familiarise them with our teaching methods
- Provide additional support where necessary to assist families with challenges that may present a barrier to their child's learning

IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW OF THIS POLICY

Is carried out through:

- Inclusion of policy review within schools and across the Trust **annually** at the beginning of the **Autumn** term to refresh and revise if necessary
- Inclusion of policy awareness in induction procedures for newly appointed teachers and learning support staff
- Governors visits focusing on the continuity/progression of one specific area in the policy
- Regular monitoring and evaluation of teaching and learning by curriculum leaders and by the Leadership Team through learning walks and observations of teaching and learning

REVIEW

The Trust will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.

SignedDate
(Chair of DAST)

SignedDate
(CEO)

