

SIR JOHN BARROW SCHOOL

Teaching and Learning Policy

(Including Assessment and Marking Policies)

At Sir John Barrow School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that by providing appropriate teaching and learning experiences we can help our children to become lifelong learners and develop the aspects of citizenship.

Aims and Objectives

We believe that children learn in a variety of ways. At our school we endeavour to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to achieve their full potential in all areas of the curriculum
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures, including their own and, in so doing, to promote positive attitudes and empathy towards all people;
- enable children to understand their local and the wider community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens in modern Britain.
- develop physical awareness and the importance of a healthy lifestyle

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and are encouraged to succeed by carrying out activities that are appropriately levelled.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- learning indoors and outdoors;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity
- talks and presentations by visiting speakers;

- providing a range of extra-curricular activities.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn- what helps them learn, and what makes it difficult for them to learn. We also aim to set effective targets for learning and improvement, in partnership with parents/carers and children, during parental/carer appointments.

Effective teaching

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. We use the EYFS document and National Curriculum Programmes of Study to formulate medium and short term plans which set out the aims, objectives and details of what is to be taught, ensuring consistency and progress from and between each year group.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs and for the more able, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and Able Pupil Plans (APPs). Teachers modify teaching and learning as appropriate for children. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. All Equalities Groups are protected by our Single Equality Policy. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set targets for the children throughout the year, and we share these targets with children and their parents/carers. We review the progress of each child during the academic year, and set revised targets. We track the progress of each child through the school's tracking system and children are encouraged to track their own progress through Assessment for Learning (AfL).

We plan our lessons with clear learning objectives and share these with the children, incorporating them in our marking system. We take these objectives from the EYFS document and the National Curriculum. In KS 1 and 2, medium term plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is usually visited, whenever possible, risk assessments are completed, and various permissions are obtained. We inform parents/carers, and obtain their permission, before the visit takes place.

We deploy HLTAs, teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

We try to make our classrooms as attractive a learning environment as possible. We change displays regularly, so that the classroom reflects the topics studied by the children. Children have the

opportunity to display their best work at some time during the year. All classrooms have dictionaries and a range of fiction and/or non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting and well-organised classroom promotes independent use of resources, which results in high-quality work by the children.

All our teachers reflect on their strengths and areas for development, and plan their professional development accordingly in line with Performance Management interviews with the Headteacher. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We aim to conduct all our teaching in an atmosphere of trust and respect for all.

Effective Marking **Rationale**

- Marking must always be kept up to date and neat.
- Marking should be a positive and encouraging experience for the children as far as possible, showing them that their work is valued and rewarded, whilst directing their attention to improvements that can result in a higher attainment and standard.
- Oral feedback is a valid part of our marking policy where work is shared between the teacher and the child and is not necessarily written down in the child's book.

Writing

In the infant department, feedback to the children is usually verbal and emphasizes the positive in the children's work. This may be recorded in their Learning Journal. An adult may write the lesson objective in a child's book where appropriate. The 'Traffic Light' system will be used to highlight the achievement in relation to the objective (see below). Staff will begin to introduce a written comment on selected pieces of work where appropriate from Reception.

When marking written work, a constructive comment is recommended. However, comments should also reflect effort and should be allied to high expectations if the work is deemed to be inappropriate. Comments should focus on the positive and provide stimulation for tackling future work.

When lesson time does not allow for verbal feedback we write comments on the children's work during marking sessions.

When we mark children's work, we use a 'Traffic Light' system to give visual feedback to a child, related to the learning objective for the lesson which is usually written at the top of the piece of work. If we can identify clear evidence to support the judgment that the objective has been met, the objective is highlighted in green. If we can identify some evidence to support the judgment that the objective has been met, the objective is highlighted in orange. If we consider that the objective has not been met, it is not highlighted and we make it clear why this was the case. For orange and no highlight we endeavour to identify what the child needs to do next in order to improve future work. We acknowledge that this is not always possible as the completion of the work itself may be the target. The marking policy as it applies specifically to Big Writes in KS2 is attached in appendix 1.

We give written comments to children of all ages but consider the ability of the child to read the comment when doing so. Comments are usually aimed at the children. We sometimes write something that may be useful to both parents and teachers. Where appropriate, we encourage the children to make comments about their own work and the work of fellow pupils. We may encourage children to be the first markers of some pieces of work.

Spelling and Punctuation

A varied approach is adopted according to the subject, target and time available.

(see appendix 1 for examples)

Children are encouraged to use their knowledge of phonics and spelling patterns. They may also use dictionaries and ACE spelling dictionaries to confirm spellings. Spelling and punctuation will be marked using 'It matters what the mark is'.

Mathematics

Answers are marked as correct with a tick or incorrect with a cross, so giving the teacher a guideline for the following piece of work. (see Traffic Light system) A correction will be identified if appropriate and/or a further challenge on some pieces of work.

Childrens' Presentation and Setting Out

In EYFS/KS 1, children are encouraged to mark make and produce numbers and letters in a variety of ways, including paint, sand, malleable materials, chalk etc. We recognize children's different learning styles and that phases of physical development require different mediums for recording letters and numbers. Children are regularly taught numbers and letter formation and by Year 2 children are encouraged to develop a regular style. All writing should be best writing. Attractive presentation will be expected and actively encouraged in all areas, contributing to developing pride in the work children complete.

Children should start every piece of work with an underlined date on the top left-hand side. In mathematics it will be a short, numerical date and in all other subjects it will be the longer, written date. They should leave a line under the date and write a title for their piece of work in the form of an objective. This should begin with the abbreviation 'Obj:' in the margin and continue on along that line. This objective should also be underlined. All underlining should be done using a ruler (or an upturned ruler if writing in ink pen). Children should leave one more line before starting their piece of work. Pre-printed worksheets are exceptions to the above.

Children will always use pencil in mathematics and when completing diagrams or drawings. Children will write in pencil until their class teacher is confident that their presentation is reliably neat at which point they will be given a pen. In year 6 children will write with a pen in readiness for secondary school.

When mistakes are made children should use a ruler to draw a single, horizontal line through it. Rubbers may be used in mathematics, where work is written in pencil. Correction fluid will not be used by children.

Colour

The choice of colour for marking work will be left to the individual preference of the class teacher, providing it is of contrasting colour.

Effective Assessment

What is Assessment?

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability

Statement of Intent

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents/carers, and the wider community, of pupil achievement
- Provide information to ensure continuity when a pupil changes school or year group
- Comply with statutory requirements

Types of Assessment

Formative

This is the ongoing assessment carried out by teachers, both formally and informally, during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, the children's own books and annotations on teacher's planning.

Summative

Summative assessment occurs at defined periods of the academic year such as pre-determined SATs tests (optional and statutory), or at the end of units of work. Summative tests help teachers in making end of key stage 'best fit' assessments and are also of use in determining the overall subject level for pupils. Please see interim guidance on assessment in appendix 1

Diagnostic

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data eg. Miscue analysis, etc. Further information can be obtained from the school's SENCo and SIT.

Records and Record Keeping

In EYFS, Key Stage 1 and 2 teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Annotations on teachers' plans or in daily diaries
- Children's work
- Teachers' notes eg. Significant outcomes of under/over achievement
- Teachers' mark books
- Assessed results in school's tracker

- Reading tests etc.
- Numeracy and Literacy termly assessments.

In Nursery and reception children are assessed against the EYFS curriculum. Assessment is carried out through observations. Reception teachers also complete Foundation Stage Profiles. Information is recorded using e-profile and reported to the authority in the summer term.

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This transfers with the child to the next class, or moves with them to the next phase of their education.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- with line managers in school
- with whole school moderation meetings as part of staff development
- In KS1 moderation is undertaken with the other feeder school
- By attending appropriate courses to ensure our judgments are in line with other schools
- By using the NAA, QCA and SATs exemplification materials
- Using www.ncaction.com exemplification materials
- In moderation meetings with other schools

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information for outside agencies
- Targets for the children

A written report for each child is sent to parents/carers, once a year, during the Summer Term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a general comment on the child's progress and set targets for the future.

For children at the end of Key Stage 1 and 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal interviews with the teacher during the year. Should the need arise; parents are welcome to discuss the progress of their child with the class teacher or Head teacher at other times.

The Role of the School Assessment Co-ordinator

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school. The co-ordinator's responsibilities include:

- Leading school development in assessment, recording and reporting procedures
- Liaison with subject co-ordinators within the school
- Liaison with other assessment co-ordinators
- Informing the Governing Body of policy changes and the position of Assessment for Learning in school

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and school feels it necessary to respond to any such changes.

Staff meetings will assist with moderation of levels in both core and foundation subjects.

Current School Guidelines

Formative Assessment

Formative assessment throughout school takes many forms including: questioning, marking, self and peer assessment. Evidence of formative assessment can be found in teacher's notebooks (where used), pupil workbooks and annotations on planning.

Summative Assessment

See attached interim assessment policy.

Core Subjects

Numeracy

Foundation stage –

- Ongoing assessments using EYFS curriculum
- Reception assessed using e-profile

Key Stage 1

- End of term assessment using NCI scheme
- End of term assessments in maths using
- End of Key Stage test in Year 2

Key Stage 2

- End of term assessments using Big Maths based material and a method which gives an age standardised score.
- End of Key Stage test in Year 6

All assessments will be recorded in the school monitoring system

Literacy Assessments-Reading

Foundation stage

- Ongoing assessments using EYFS curriculum
- Reception assessed using e-profile
- Children at a suitable level will be given a reading level using BURT ?

Year 1

- Phonics reading check

Year 2

- Termly Big reading assessment
- Miscue analysis for specific children
- KS1 test

Year 3

- Termly reading tests using optional SATs (or equivalent) papers
- Children with IEP tested for IEP reviews
- Big reading teacher assessment NFER/SAT assessment at the end of year

Year 4

- Termly reading tests using optional SATs (or equivalent) papers
- Children with IEP tested for IEP reviews
- Big reading teacher assessment NFER/SAT assessment at the end of year

Year 5

- Termly reading tests using optional SATs (or equivalent) papers
- Children with IEP tested for IEP reviews
- Big reading teacher assessment NFER/SAT assessment at the end of year

Year 6

- Termly reading tests using optional SATs (or equivalent) papers
- Children with IEP tested for IEP reviews
- KS2 assessment at the end of year

Phonics

Children are assessed against phases in Foundation Stage and Key Stage 1. There is a phonics reading check in year 1 and again in year 2 if necessary

Writing

Foundation stage

- Ongoing assessments using EYFS curriculum
- Reception assessed using e-profile
- Reception assessed in Summer term using Big Writing criterion for the children who are recording at a suitable level

Year 1

- Big write once a term marked using criterion scale.

Year 2

- Big Write once a term, marked using criterion scale.
- SAT May

Year 3

- Baseline writing in September marked with the Big Writing criterion scale
- Big write once a term marked using criterion scale.

Year 4

- Baseline writing in September marked with the Big Writing criterion scale
- Big write once a term marked using criterion scale.

Year 5

- Baseline writing in September marked with the Big Writing criterion scale
- Big write once a term marked using criterion scale.

Year 6

- Baseline writing in September marked with the Big Writing criterion scale
- Big write once a term marked using criterion scale.
- End of key stage SAT

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the termly headteacher's report to governors, and a review of the in-service training sessions attended by staff.

The role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We seek to do all we can to inform parents/carers about what and how their children are learning:

- by holding parents'/carers' evenings to explain our school strategies for literacy, numeracy and health education;
- by sending information to parents/carers, at the start of each new school year in KS 1 and 2 and additionally in EYFS as topics change, which outlines the topics that the children will be studying during that year/week at school;
- by sending parents/carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents/carers how they can support their children with homework, and suggesting, for example, regular shared reading and support for children with their projects and investigative work
- by arranging more frequent in-school support where necessary.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents/carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.

H Pemberton

November 2014

Sir John Barrow School - Assessment without levels Planning for changes in assessment

The changes to the national curriculum mean that assessment is also changing. Like the curriculum this is happening in two phases with years 1, 3, 4 and 5 changing in 2014-15 and Years 2 and 6 changing in 2015-16.

Over the 2014-15 academic year we will trial interim assessment tools for all years.

Whilst we wait for SIMs to be modified to take age standardised scores, we will record levels/equivalents on SIMs and keep a paper record of standardised scores. This way we can show progress on SIMs and switch over once we are confident that the SIMs is robust and reliable.

The paper records will be available for inspectors should the need arise.

The paper records will also allow us to check that new assessment tools are working as we wish.

1. Assessment policy for 2014-2015

1.1. EYFS

Assessment using the new EYFS framework

1.2. Year 2 and 6

Assessment using National Curriculum levels throughout the year and at the end of the year

1.3 Years 1, 3, 4, and 5 – End of year

Assessment using National Curriculum levels at the same time as the new system in order to show progress from KS1 and to monitor reliability of the new system.

For ease of use we need a test that can be delivered to a whole class. The children need to be tested in a way that reflects the end of KS test and we need a test that can be moderated.

Age standardised scores are the way forward so it is suggested that we adopt NFER reading and maths tests which offer this. There is only one version so these should be used at the end of the year

NFER gives a standardised score and a level.

Year 1 and some children will take the Phonics Screening test

1.4 Years 3, 4, and 5 – Christmas and Easter

Assessment using existing optional SATs papers to enable us to show progress from the previous year

This will also give us time to adapt SIMs so that we can record age-standardised scores

2. Assessment from 2015 onwards

2.1 EYFS

Assessment using the EYFS framework. From now it will be compulsory to use this measure for progress

2.2 Year 2 and 6

Assessment using new external tests. There will be a spelling, punctuation and grammar test in year 2.

2.3 Years 3, 4, and 5 – End of year

Assessment using National Curriculum levels at the same time as the new system in order to show progress from KS1 and to monitor reliability of the new system.

Over the year we will seek advice on how to show progress from old tests to the new curriculum.

2.4 Years 3, 4, and 5 – Autumn and Spring

Assessment using modified version of NFER tests or other interim assessment tool.