CATSHILL FIRST SCHOOL AND NURSERY

Catshill First School and Nursery

'Where individuals matter'

Learning and Teaching Policy

with

Assessment Policy

and

Feedback and Marking Policy

March 2017

Member of Staff Responsible: Head of School

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Vision Statement
(Written by the Children of CFSN)

We want Catshill First School and Nursery to be an **amazing** school where we welcome all new children, staff and visitors and they feel we are a **friendly** and **safe** school. Everyone in our school will **care** for each other, our community and our world.
We want our school to be fun when we are learning and playing. We want to always **try our best** and keep learning new **exciting** things that will make us learners of the **future**.
We want our learning to be inside and outside and we want it to be **imaginative** and **creative**.
We will help everyone to make the right choices and enjoy being a **healthy** school where we look after each other so everyone is **happy** in our school.
We will **celebrate** our **achievements** and **successes** together!

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In order to secure the best outcomes for our children, promote the aims of our school and achieve the vision the **Learning and Teaching Policy**, **Assessment Policy** and **Feedback and Marking Policy** must all work together seamlessly. These policies are therefore now contained in a single document which can be cross referenced as required.

1. **Introduction:**

At Catshill First School and Nursery, we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone. 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 and with the ability to apply those skills, knowledge and understanding in their lifelong journey as learners. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims:

Through our teaching we aim to:

- provide relevant and stimulating experiences and opportunities which encourage enjoyment and an enduring positive attitude towards learning;
- encourage a high level of individual responsibility for conduct and learning by training children to actively listen, reflect on experiences and achievement and develop the ability to discern and make choices;
- build children's self-esteem, and help them to build positive relationships with other people;
- raise standards of achievement by providing a broad and balanced stimulating curriculum that meets both statutory requirements and individual children's needs;
- develop spiritual, moral, social and cultural values as we work together to create a happy, secure environment where everybody is cared for and treated courteously;
- develop an understanding and respect for each other's faith, culture and language whilst providing equal opportunities for all;
- maintain a child-centred environment that recognises and encourages individual achievement and reflects the richness of our cultural diversity.
- build strong and close parental partnerships where parents feel school is approachable, are well informed and purposefully involved in their children's learning and in the life of the school.
- help children grow into reliable, independent and positive citizens.

2. **Effective Learning:**

People learn in many different ways, and respond best to different types of input; when planning, we must take this into account.

When considering the structure of a lesson, learning-theory tells us:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to explain the steps to success for achieving the learning objective,
- to present the information in a range of styles;
- to allow opportunities for the pupils to build up their own understanding through various experiences;
- to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning.

Lessons are planned to meet all learning needs and to stimulate learning in an appropriate way. Within a lesson we may also play music to accompany learning and provide 'brain breaks' to refocus attention or enjoy a 'Wake & Shake' session as well as providing water to aid concentration.

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

- following their own interests;
- investigation and problem-solving;
- research and discovery;
- collaborative learning;
- working with a learning partner;
- paired work;
- independent work;
- whole-class work;
- working in ability groups;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- use of a range of media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children actively 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.

3. **Effective Teaching:**

CURRICULUM
An engaging curriculum has been developed to meet the requirements of Curriculum 2014 and to develop skills, knowledge and understanding as the pupils continue their learning journey. The Federation between Catshill First School and Nursery and Catshill Middle School means that the learning is seen as a 3-13 experience.

Sequences of learning are planned with clear learning objectives meeting the needs of the Early Years Foundation Stage (EYFS) Curriculum, National Curriculum or the appropriate frameworks in which our curriculum plans are based on, e.g. Letters and Sounds. In Key Stage 1 and 2, Chris Quigley Learning Objectives are used. Lesson plans/weekly plans contain information about the teaching focus, tasks to be set, i.e. differentiation, resources needed (including use of adults) and the way we assess the children's work, e.g. SAS focus and/or key questions. Lessons are evaluated in order to modify and improve future teaching. This is reflected in annotations made by adults on all planning.

Learning and teaching is conducted in an atmosphere of trust and respect for all.

ASSESSMENT AND MONITORING

Assessment for Learning takes place constantly and enables all adults to remould and redesign their delivery and questions in order for every pupil to achieve their maximum potential.

Teachers make ongoing informal and formal assessments of children's progress and they use this information when planning lessons. The prime focus is to develop further the knowledge, skills and understanding of all our children.

All tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, due regard ids given to information and targets contained in the children's Individual Pupil Map and/or class provision plans. Teachers modify teaching and learning as appropriate for children with SEND whilst ensuring they remain part of the class group.

Each child is valued as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. The needs of all our children are met as well as meeting all statutory requirements related to matters of inclusion.

Regular monitoring supports our aims. A half termly monitoring calendar is published and this includes (but is not limited to): Learning Walks, Book Sampling/Work Trawls, Planning Sampling, Moderation and opportunities to listen to Pupil Voice.

Pupil Progress Meetings for all teachers have been planned across the year in order that pupil progress is a priority. Class teachers meet formally with members of SLT to discuss progress. All pupils are targeted to meet age related expectations (ARE) and all pupils are tracked half termly. Tapestry/SAS sheets along with pupil books are analysed in order that no pupil is left behind. Disadvantaged pupils (including most able disadvantaged), those with SEN and any other identified group are discussed; barriers to learning are identified and actions noted.   The meetings are rigorous with any underachievement addressed.   Interventions are planned to meet the needs of those who require additional support.

4. Roles & Responsibilities:

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 appropriate 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 and appraisal arrangements both promote high 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 Executive Head/HOS reports to governors at each full governing body meeting, and a review of the INSET training sessions attended by staff.

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

- by holding regular parents' meetings to explain our school strategies, e.g. for reading, writing, maths and curriculum
- by sending information to parents, at the start of each half term, which outlines the topics that the children will be studying during that half term at school;
- by giving parents regular reports through termly parent consultations, in which we explain the strengths of their child, the progress they have made and indicating how their child can improve further;
- having longer structured conversations with parents of targeted children;
- a written report is sent annually
- explaining to parents how they can support their children with home learning, and suggesting, for example, regular shared reading with children, and support for older children with their projects and investigative work.

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

- 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.

CATSHILL FIRST SCHOOL AND NURSERY
ASSESSMENT POLICY 2017

Statutory Assessments

It is a national requirement to assess children at certain points of their education and report this information to parents.

- **Early Years Foundation Stage Profile**

At the end of the Reception year, teachers complete the Early Years Profile for each child in their class. Evidence is gathered throughout their time at Catshill First School and Nursery across 17 Early Learning Goals (ELGs) and pupils are then assessed to be either 1 – Emerging, 2 – Expected or 3 – Exceeding in each area. The information is moderated across the setting and across other local school settings. The Local Authority monitors the process for accuracy and consistency and moderate at least 25% of settings annually. Parents are informed within an annual report which gives a written summary of their child's attainment against the ELGs. It will also summarise attainment in all areas of learning and give comments on general progress including the characteristics of effective learning. Appropriate next steps will be identified. An opportunity for parents to discuss the outcomes of the EYFS profile with the class teacher will be made available.

- **Year One Phonics Screening Check**

The phonics screening check, taken by all children towards the end of Year One, is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It identifies pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. Local Authority representatives monitor the administration of the check and make unannounced visits to at least 10% of settings. As part of their child's annual report, parents of pupils in Year One will receive details of their child's phonics screening check score and whether or not their child has met the expected standard.

- **Year Two Phonics Screening Check**

Any child who did not meet the expected standard in Year One, is rechecked in Year Two and parents will receive details of their child's phonics screening check score and whether or not their child has met the expected standard.

- **End of Key Stage One**

Following the abolishment of levels and the introduction of a new National Curriculum in September 2014, there are new testing arrangements for pupils in Year Two from 2016. In May, pupils are tested in Reading, Grammar, Punctuation and Spelling and Mathematics.

From 2016, scaled scores will be used to report national curriculum test outcomes. Parents will be informed as part of their annual report as to whether their child has met or not met the national standard. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

Non Statutory Assessments

Early Years Foundation Stage (EYFS)

In September, children in Nursery and Reception are assessed to give a baseline judgement for the Foundation Stage Profile. The information is updated throughout the year until a final set of results are agreed in July. Each half term, the attainment and progress of all children are monitored by the class teacher and Early Years Leader so that provision is adjusted accordingly.

EYFS staff record each child's progress using an online assessment recording system called Tapestry as well as building a paper based record known as the child's 'Proud Folder'. All staff working with the children contribute to these assessments. At the end of the Reception year, children are assessed as either: Emerging, Expected or Exceeding in the 17 Early Learning Goals and results are reported to parents.

Key Stage One and Two (Year 1, Year 2, Year 3 and Year 4)

The National Curriculum changed in 2014 along with a change in assessment expectations. Levels (e.g. 2a, 3c) are no longer used in the same way and pupils are expected to become secure with the curriculum expectations of their year group. Those that achieve a secure grading before the end of the year are expected to be challenged through a deepening of the skills, knowledge and understanding of their year group expectations. Schools have the freedom to innovate their own assessment systems and Catshill First School and Nursery use 'Symphony Assessment' which gives the following developmental gradings for Reading, Writing and Mathematics for each year group.

	Year 1	Year 2	Year 3	Year 4	
After half a term in the year group children are expected to have started on their appropriate age curriculum.	1 E	2 E	3 E	4 E	Emerging
Each half term, as they progress, children are tracked and can be given the following gradings.	1 E +	2 E +	3 E +	4 E +	Emerging +
	1 D	2 D	3 D	4 D	Developing
	1 D +	2 D+	3 D +	4 D +	Developing +
Expected grade at end of year	1 S	2 S	3 S	4 S	Secure
Some children will be working beyond the expected grade and will be given work to deepen their understanding of the skills, knowledge and understanding expected within their year group	1 S +	2 S +	3 S +	4 S +	Secure +

Teachers keep records of progress which are formally tracked and analysed each half term. The pupils' progress and attainment are monitored by the class teacher and Head of School so that provision is adjusted accordingly. It is expected that the majority of content will have been taught by Easter and that the summer term enables pupils to apply their skills and understanding and for teachers to revisit areas of need.

Subjects other than Reading, Writing and Mathematics

For subjects other than Reading, Writing and Mathematics, the class teacher completes a class overview which tracks progression in each subject. Class Teachers and Subject Leaders can use these overviews to ensure all elements of the National Curriculum are being delivered successfully and that any areas of weakness are addressed. Subject action plans are data driven where possible. Phonic development is also tracked separately.

Catshill First School and Nursery

Assessment guidance for teachers

The assessment system in use at Catshill First School and Nursery (CFSN) for Year 1 to Year 4 is arranged into year group bands. These bands are further divided into steps which are graded as in the Year 1 example shown below:

Year 1

Step 1	1E	Emerging
	1E+	Emerging +
Step 2	1D	Developing
	1D+	Developing +
Achieved Year 1	1S	Secure
	1S+	Secure +

Each step is allocated a progress point which supports tracking and analysis of progress.

The curriculum for each year has been divided across the bands to support monitoring and assessment of progress throughout the year. Statements are directly taken from the National Curriculum for each year group and have been arranged in a suggested (but not directed) sequence of learning.

Some statements are shown in bold and are end of Key Stage performance descriptors. These are seen as essential elements for pupils to achieve at that step. The bold statements therefore need to be priorities for assessing where a child is achieving within each band.

Teachers highlight achievement and progress throughout the half term and the data for this is captured half termly. Statements can be dotted to show where a pupil has started to show evidence of achievement.

As a guide, highlighting ought to reflect the following gradings:

Emerging	E	Significant majority of all bold statements within Step 1
	E+	All (or almost all) of Step 1 and some of Step 2 and/or some of Step 3
Developing	D	Significant majority of all bold statements within Step 1 and Step 2
	D+	All (or almost all) of Step 1 and Step 2 and some of Step 3
Secure	S	Significant majority of all bold statements within Step 1, Step 2 and Step 3 **Age Related Expectation by the end of the year.**
	S+	Evidence of working at greater depth within the band* *discuss with subject leaders for examples of what this looks like

Professional judgement is expected when making assessment decisions along with moderation with colleagues and subject leaders. As well as teachers using PPA time, opportunities are provided during INSET throughout the year for moderation both in school and with other schools.

In the autumn term, when all elements may not have been covered, it is acceptable to have a number bias in maths with this becoming less so as the academic year progresses.

It is expected that the majority of content will have been taught by Easter and that the summer term enables pupils to apply their skills and understanding and for teachers to revisit areas of need.

CATSHILL FIRST SCHOOL AND NURSERY

FEEDBACK & MARKING POLICY 2017

Introduction

At Catshill First School and Nursery we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Catshill First School and Nursery achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning
1. Explicit Learning Objectives.
2. Steps to Success.
3. Questioning.
4. Feedback.
5. Marking
6. Responding to marking and feedback.

1. Explicit Learning Objectives

Learning is a cumulative effect and it is important that learning takes place over time. Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

At CFSN, the Learning Objective is defined as the goal that defines the essential knowledge, skills, understanding and/or behaviours needed.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. The learning objectives will focus on learning not activities. The context of the learning may be listed separately.

At CFSN, Learning Objectives have been modified so that learning is recognised as being ongoing. The In Key Stage 1 and 2, Learning Objectives (taken from Chris Quigley's Essentials Curriculum) are summarised as follows:

Writing	Reading	Communication	Mathematics	Science
Transcription	To read words accurately	To listen carefully and understand	To know and use numbers	**Working scientifically**
To present neatly	To understand texts	To develop a wide and interesting vocabulary	To add and subtract	To work scientifically
To spell correctly		To speak with clarity	To use fractions	**Biology**
To punctuate accurately		To tell stories with structure	To understand the properties of shapes	To understand plants
Composition		To hold conversations and debates	To describe position, direction and movement	To understand animals and humans
To write with purpose			To use measures	To investigate living things
To use imaginative description			To use statistics	To understand evolution and inheritance
To organise writing appropriately			To use algebra	**Chemistry**
Analysis and presentation				To investigate materials
To analyse writing				**Physics**
To present writing				To understand movement, forces and magnets
				To understand the Earth's movement in space
				To investigate light and seeing
				To investigate sound and hearing
				To understand electrical circuits

Art & Design	Computing	Design & Technology	Geography	History
To develop ideas	To code	To master practical skills	To investigate places	To investigate and interpret the past
To master techniques	To connect	To design, make, evaluate and improve	To investigate patterns	To build an overview of world history
To take inspiration from the greats	To communicate	To take inspiration from design from history	To communicate geographically	To understand chronology
	To collect			To communicate historically

Languages	Music	Personal Development	Physical Education	Religious Education
To read fluently	To perform	To try new things	To develop practical skills in order to participate, compete and lead a healthy lifestyle	To understand beliefs and teachings
To write imaginatively	To compose	To work hard		To understand practices and lifestyles
To speak confidently	To transcribe	To concentrate		To understand how beliefs are conveyed
To understand the culture of the countries in which the language is spoken	To describe music	To push oneself		To reflect
		To imagine		To understand values
		To improve		
		To understand others		
		To not give up		

2. Steps to Success

Developing Steps to Success to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Steps to Success can be generated by the teacher, but it has been recognised that where children generate their own Steps to Success they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 Steps to Success and to be most effective, a limit of no more than 5. Feedback against the criteria frees children from personal discouragement.

3. Questioning

Questioning is used in a variety of ways. The key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to

use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions, are recorded in each teacher's medium or short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'learning partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback
The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Each teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral
• Most regular and interactive form of feedback.
• Focus on being constructive and informative to help pupils take the next steps in their learning
• Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
• Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
• Opportunity to model the language pupils can use when responding or giving feedback to others
• Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
• Emphasise the learner's progress and achievement rather than failure.

Self-assessment
We will encourage pupils where possible to self-assess their work. This can be by recording smiley faces/traffic lights in their books or can be achieved physically through thumbs up, arranging themselves or their books i.e. on traffic light mats/boxes etc.

Peer assessment
Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:
• Find one word you are really proud of and underline it. Tell the person next to you.
• Decide with your 'learning partner' a step to success you have been most successful with and which one needs help or could be taken further.
• You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
• You have 5 minutes to note down one thing you could do to improve this piece of work next time.

5. Marking
At Catshill First School and Nursery we ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements should relate to the following:
1. Learning Objectives
2. Steps to Success
3.   Targets

<u>Marking and Written Feedback</u>

| Green for Great	When given written feedback Teacher should highlight in green where children have met learning objectives or individual steps to success. Feedback comments should relate to this and should be written in green.
Pink for Think	Teachers should select one or two areas for development and should highlight these in pink. Feed forward comments and close the gap tasks should be in pink.

In order to ensure that the use of green for great and pink for think are effective they should be closely linked to learning objectives, steps to success or individual targets.

<u>Spellings</u>
Spellings should be corrected when children spell HFW or words you would expect them to know incorrectly. Teachers should be cautious to avoid over use of pink.

<u>Absence</u>
If a child is absent, the learning objective should usually be stuck into the child's book and then annotated as absent (or with reason for absence e.g music tuition). This will support teachers to monitor regular absences, missed learning and additional support needed. It will also be a visual clue to other staff monitoring books/progress.
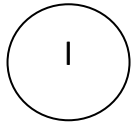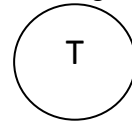
Marking Symbols
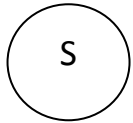
S   Supported
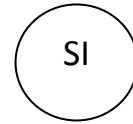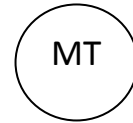
When children meet their target the symbol below
or a target met sticker will be issued in their books.

T

SI   Supported Initially

MT   Marked Together

V

I

Verbal Feedback Given

Independent work

These symbols can be included on the learning objectives with pupils and/or teachers recording the support given.

6. Responding to marking and feedback

Where teachers have given feedback, close the gap or feed forward comments it is vital that the children are given the opportunity to act upon this. Where possible this should be immediate. However if this is not possible there should be time given at the next possible opportunity. This could be:

- o   With an adult at an appropriate moment
- o   First thing in the afternoon/morning
- o   The next lesson before beginning a new piece of learning

As a minimum, children should be encouraged to initial when they have read their teacher's comments. Teachers should acknowledge when a child has completed a feedback task and when the new learning has been applied in a new context.

Early Years Foundation Stage
Feedback in the Early Years is predominantly given to children verbally. Where appropriate children are given 'next steps' to move their learning on. These next steps may be recorded onto an 'observation' or directly onto a piece of work; the Early Years use 'green for great' and 'pink for think' if feedback is written down.

Monitoring and Evaluating
Monitoring takes place through Book Trawls, during Learning Walks and Lesson Observations and as part of Pupil Interviews. Where additional monitoring is scheduled, work samples will be randomly selected by the SLT and subject leaders to evaluate the systems in place to:
  ✓   check the effectiveness of the marking and feedback guidance,
  ✓   ensure that marking is having a positive impact on children's learning
  ✓   identify that children are given the opportunity to respond to feedback and marking