

**St. Michael's CE Primary School
Sydenham**



2015 2016

**Teaching and Learning Statement
&
Assessment Schedule**

Outstanding teaching and learning as outlined in the Ofsted Framework

- Teachers demonstrate **deep knowledge and understanding of the subjects** they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers **plan lessons very effectively**, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers **provide adequate time** for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers **check pupils' understanding** systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers **provide pupils with incisive feedback**, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers **set challenging homework**, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers **embed reading, writing and communication and, where appropriate, mathematics** exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are **determined that pupils achieve well**. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- **Pupils love the challenge of learning and are resilient to failure**. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are **eager to know how to improve their learning**. They capitalise on opportunities to use feedback, written or oral, to improve.
- **Parents are provided with clear and timely information** on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- **Teachers are quick to challenge** stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

(See summary of T&L in pictures)

Outstanding personal development, behaviour and welfare

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

(See summary of duty beyond T&L in pictures)

Values Education

We believe that values education has a crucial role in education. We believe that if the values education underpins everything we do, then it will not only enhance the quality teaching and learning, but will support the children to make a positive contribution to the development of a fair, just and civil society.

The school has chosen to adopt 6 key values we actively teach and promote - respect, trust, love, hope, joy and peace and these are permeated through the school life by staff and governors modeling the values through their own behaviour; the school actively encouraging parents to promote the value (through e.g. newsletters); the discreet teaching of the meaning of the value during RE lessons and Collective Worship and the effective use of the Restorative Justice approach to ensure children have time to reflect about choices they have made and the consequences of their actions.

British Values

The DfE have reinforced the need ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

Democracy

What we teach: Britain is a democracy – this means that the people in Britain vote for the people who make the laws and decide how the country is run. If we didn't have a democracy, just one person might be able to make all the laws and that would not be fair. Encourage respect for democracy and support in the democratic processes, including respect for the law in England

Understand how citizens can influence decision-making through the democratic process. Understand freedom of speech and rights within it.

Democracy @ St Michael's: School council and pupil voice

School council voted for by their class mates. Through school council and pupil interviews children have many opportunities for their voices to be heard. Children also have an annual questionnaire with which they are able to put forward their views about the school. The children's views and opinions feeds into the school's action plan.

The Rule of Law

What we teach: In Britain we have a police force who make sure people do not do the wrong thing and break the law – this means that we are safe. Respect the basis on which the law is made and applied.

Support for equality of opportunity for all. Enable students to distinguish right from wrong and to respect the civil and criminal law of England. Enable students to gain a broad general knowledge for public institutions and services in England. How the law protects individual citizens and is essential for their wellbeing and safety

The Rule of Law @ St Michael's: School rule of respect and Restorative Justice Approach

- Ethos supporting children to make the 'right' choices consistently reinforced throughout regular school days.
- Our one school rule is respect and through our value education and restorative justice approach the children are taught the reasons behind laws -that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Children are encouraged to demonstrate positive behaviour and attitude to learning by the school promoting a growth mindset, rewarding positive behaviour and celebrating what they are doing well.
- The school has a good partnership with the local police and there have been occasions to bring in police to point out how particular behaviour could be viewed by the law. We also encourage visits from and to police, fire brigade, medical centres and visits to museums in London

Individual Liberty

What we teach: In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things. Liberty does not extend to the point of infringing on someone else's freedoms or putting their life at risk. The freedom to choose and hold other faiths and beliefs is protected in law.

Individual Liberty @ St Michael's : Making choices safely

By providing safe boundaries we want children to know, understand and exercise their rights and personal freedoms and therefore we give them many opportunities to make choices safely. Some examples of choices are - exercising safe choices when using computers; voting for a school council representative, choosing challenging but appropriate books to read in the reading for pleasure time; having the freedom to sign up to the extra-curricular clubs that they would like to participate in. Encourage students to accept responsibility for their behaviour, show initiative, and understand their rights. Develop a strong anti-bullying culture

Mutual Respect and Tolerance of those of different Faiths and Beliefs

What we teach: In Britain we respect that other people might have different beliefs than ours and they may believe in different religions. Even if it does not match our own beliefs, we show respect for other peoples' thoughts and feelings and we can expect other people to show us respect. We also actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. We teach children to accept responsibility for their behaviour, show initiative, and show how they can contribute positively to the lives of others in the local community and society more widely

Mutual respect @ St Michael's: Value education; Collective worship; RE; International day

Our school ethos is underpinned by our core Christian values, and these values determine how we live as a community at St Michael's School. Mutual respect is at the heart of our ethos, where we have one school rule respect. Collective Worship and RE lessons are valued opportunity to explore the meaning of our core values Respect, Trust, Love, Hope, Joy and Peace. It is also central to positive promotion of different beliefs. Our Restorative Justice Approach helps children to understand that their behaviour has consequences and that it affects them as well as others.

At St Michael's we are fully committed to the children's spiritual, moral, social and cultural development

Spiritual development – As a Church of England school we pride ourselves with nurturing the children's spiritual development. We encourage children to think about the meaning of life, why we as humans are here, how we treat others and ourselves, what we value, and other important concerns. We also know the answers to these questions should evolve as children mature.

Most of the people I know who have what I want—which is to say, purpose, heart, balance, gratitude, joy—are people with a deep sense of spirituality. . . . They follow a brighter light than the glimmer of their own candle; they are part of something beautiful. (—Author Ann Lamott)

Moral development – with our value education we enabling pupils to build a framework of moral values, which regulates their personal behaviour. It ultimately leads to integrity – doing the right thing when no-one is watching

Social development – Social development involves learning the values, knowledge and skills that enable our children to relate to others effectively and making a positive contribution to our school community. These values are taught explicitly by our committed staff sharing our vision of children to flourish. Children also learn it indirectly through social relationships within their friends and family and through participation in the culture around them.

Cultural development – Children's connection to their culture develops through their experiences. In particular, warm and secure emotional connections with the adults who care for them help children connect with their cultural identity. Having a strong sense of their own cultural history and the traditions associated with it helps children build a positive cultural identity for themselves. Respect for diversity is related to people's sense of belonging. When diversity is valued and respected people are more likely to develop a sense of belonging to their community and social connections to others.

Our personal aims are:

- To ensure children are receiving outstanding teaching and learning
- To teach a creative curriculum where we encourage children to develop a thirst for knowledge and love for learning.
- Use inspirational teaching strategies to engage the children in their learning and as a result make learning fun, relevant and bring it to life
- Instil a growth mindset where children persevere and not give up. We want to create a mindset where if they don't understand something, it just means they don't understand it YET.
- Encourage children to become independent learners and therefore engage in written feedback (Shirley Clarke)
- Encourage collaborative learning and therefore encourage learning partners to support each other's learning.
- Enhance the learning by using visual stimulus in all lessons and therefore we use flipcharts in our teaching of subject
- Be mindful of your questioning* – avoid asking questions of new knowledge that they would not know and would have to guess to get the correct answer, but rather let questions enhance the learning and deepen their knowledge

Expectations for flipcharts

There is an expectation that every lesson has a flipchart.

Date and Learning Focus should be at top of each slide.

Have a HOOK- a powerful image/s OR a video

Key questions* including making learning relevant /purposeful *Why are we learning about this?*

Have a slide to prompt – *demonstration, practice and try*

A slide to explain the *task*. Modelling of what is expected should already have taken place in the teaching bit
Remember to... or success criteria/what makes it good

Plenary: *What have you learnt?* - Reflecting upon the children's learning-: *What do you know NOW that you didn't know at the beginning of the lesson?* How do we know we have been successful?

Less is more and keep it simple!



ENGLISH: SEE 2014 CURRICULUM FOR OBJECTIVES

Your medium term plan must reflect whether you have used the PC story or a quality book as starting point as well as identify the range of genres, in particular non-fiction, that will be covered.

Composition> Poetry:

Friday 1 – 1.30: Resources - Jumpstart poetry, Pie Corbett; Sue Palmer, Hamilton

Composition> Fiction:

During term at least one quality text and one Pie Corbett story must be covered

Resources: *The bumper book of storytelling in KS1/ The bumper book of storytelling in KS2*
Story museum; CLPE

Progression of Pie Corbett lessons – roughly 3 to 4 weeks

Imitation: Get to know the story – retell, drama, art, story strings walk the story and ICT opportunities

Writing outcome: photos of role-play/drama/art. End of week the children write the whole story.

Invention: Use the skeleton structure of the known story to adapt and change aspects (such as characters and setting) and as a result turn it into new story. *Daily shared writing* to model to children how to compose a new story, a paragraph at a time. **Writing outcome:** Whatever the shared writing, the children then go of to have an independent go in literacy books. Once the whole structure of story is covered the children then write complete story in extended writing books.

Innovation: Creating a whole new story, following the same format as invention, but with more freedom to invent a new story line.

CLPE – be guided by Power of Reading suggestion, but include cold write and hot write:

Cold write (no input given): *To inform* planning for the subsequent lesson. Assess cold write to see what children know already and use assessment information to plan the success criteria that will be taught. Marking should reflect the success criteria.

Extended writing (hot write) applying what they have learned independently in extended writing books.

- Notes in writing journals could support their practice runs in literacy books as well as extended writing
- Children evaluate their own writing by scoring the success criteria
- Extended writing/ hot write must be marked by the teacher towards the success criteria
- Children edit and improve either independently or during 1:1 TA conferencing*

*TA conferencing to happen one afternoon a week, at best convenient time

Non-fiction:

Could be taught as part of quality text or topic . Non-fiction writing linked to topic should be written in the literacy books.

A range of 4 genres should be covered in KS1 – **recount, report, instructions, explanations**

A range of the 6 genres should be covered in KS2 – **recount, report, instructions, explanations, persuasion, discussion**

Resources:

Use *Writing across the curriculum (Sue Palmer)* as main point of reference & *Talk for writing (Pie Corbett)*

A great resource to start a lesson is: <https://pobble.it/category/pic-of-the-day/>

SPAG (CLIC-like SPAG)

Monday – **S**pelling if misconceptions (from Big Write)

Tuesday – **P**unctuation – reading text with missing punctuation taken from text you are doing or across subjects.

Wednesday – **A**lan Peat sentences

Thursday – **G**rammar (please refer to handout)

Grammar objectives should also be weaved into teaching of literacy and spelling slot (Wednesdays)

Handwriting Expectations set out in the new curriculum

Reception: Teach printed alphabet with end flicks using correct letter formation and pencil grip

Teach diagonal and horizontal joins from Year 1

Handwriting should be taught at the beginning of every Literacy lesson in Y1 and Y2 (KS2 as appropriate)

From KS2, children who have neat, accurate cursive handwriting may be given their 'pen licence' by their teacher.

Reception and KS 1 handwriting script

<http://www.twinkl.co.uk/resource/t-l-480-how-to-write-letters-display-banner---ground.-grass-and-sky---plain/alt37486>

KS 2 handwriting script

<http://www.twinkl.co.uk/resource/t-l-119-cursive-alphabet-display-banners/alt731>

Phonics/Spelling **Mon to Thursday 1.00 – 1.30** SEE STM SPELLING OVERVIEW

Reception and Y1 – Follow Tower Hamlets approach

Y2 – Y6: Talk for spelling approach. Spelling words handed out Monday, tested Thursday (not just test)

Possible model for the week:

(MUST BE TAUGHT – not just practising words)

Mon – **Investigating the words/ spelling rule. Explore meanings** Hand out spelling words to practise at home (Dictionary and Thesaurus work)

Tues – **Apply with sentence level work** = e.g. short story challenge/ dictation

Wed – **Grammar** work

Thurs – Collaborative **spelling test and dictation sentences**

Guided Reading Mon – Fri: 1.30 – 2pm (outside literacy hour)

Y1 and Y2: Children grouped according to ability and book bands

Y3 – Y6. One book per class is chosen from CLPE booklist. Teacher engaged in guided reading with a group of pupils – reading and asking quality questions. Evidence collated in the big book for group reading

TAs: comprehension groups (Y3 – Y6) or reading groups (Y1, Y2)

Reading for pleasure initiative: Children to be engaged in books. Children to keep a log of the books they read in their reading log

We use the 4 characters in Big Read to structure comprehension questions

Rex Retriever – Throw a question and he retrieves the answer

Ansa Analyser – Looks how a text is built together and analyses the text

Dood Detective – “deducing detective powers”

Expi Explorer – Excellent exploring skills

Literacy homework

Reading	Children will be asked to read their book at home at least three times a week and preferably every night. They can change their books in school as often as they wish. In Reception and beginning of Year 1 books should be changed by the TA x3 a week.
Spelling	Spellings to be handed out Mondays and tested on Thursdays. Ways of testing spellings can vary, e.g. doing it collaboratively rather than a cold test. Please use spelling sheet template. In Reception and Year 1 children will be given sound strings and word strings to learn. Spellodrome

Marking of Literacy

“To be effective, feedback should cause thinking to take place” Shirley Clarke

“Teach me and I forget, teach me and I remember, involve me and I learn” Benjamin Franklin

Use differentiated stickers with comments specific to their learning.

Green stickers mean that **I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.**

Orange stickers mean that **I am beginning to understand the new learning, but I need more practice to consolidate my learning.**

Red stickers mean **I am able to complete my learning independently and that I am ready to move onto the next learning.**

Opportunities should be given for improvement and/or editing to support the children’s learning and prepare them for extended writing (in a green bubble) or just a reminder.... **Remember to...**

Children should be encouraged to respond to comments and respond to green bubbles – **always in blue pen**

Immediate feedback is very effective and therefore teachers and TAs are encouraged to always have a green pen in their hand as they work with groups or roam the class.

Keep marking simple, manageable, positive and make sure it has impact! Also see marking code.

Marking of Extended Writing/ Hot Write

Success criteria that has been identified from the cold write, is shared with the children at the beginning of extended writing.

When marking extended writing green (“growing green”) highlighters are used to indicate where improvement is needed and pink (“tickled pink”) highlighters are used to show what went well. Short comments in the margin should make it clear to the child WHY it is highlighted – why it is good or why it needs to improve.

At the end of the extended writing the teacher must give a **positive comment** and then **suggest two targets** – a grammar target and a content target (use stickers) and then set a “task” to practise the two targets that link to the piece of writing, e.g. to go and rewrite paragraph 2 and..... . The impact and improvement should be seen in the edited paragraph.

The child should have the opportunity to improve their writing (practising the targets the teacher has set) during TA conferencing or independently in a **blue pen**

Edited work must be marked by the TA, giving the child feedback whether they have achieved their targets.

Remember marking is all about improvement and impact or it is time wasted!!!

Role of Teaching Assistants when marking/giving children written feedback

➤ Conferencing:

Use a timer- no more than 10 mins per child, session to be sharp and focused and straight to the point
Start with target children

1. Go through what the teacher has highlighted in pink and the reasons why.
2. Go through what the teacher has highlighted in green and the reasons why.
3. Read and discuss with them the teachers positive comment
4. Discuss the two targets (grammar and content) and the task that was set.
5. Get the child to do the "task set" independently.

Whilst that child is doing their independent writing you are to take the next child and do the steps.

When child A has finished the writing, they come back to you and you see if they achieved the target that was set for them.

6. Comment on the amount of support needed towards the target.
7. Even though marking should be towards the targets, basic mistakes such as missing punctuation or misspelling of common sight words should also be corrected.

If when you are discussing the target the child needs A LOT of adult support, SOME support, or no support you would put:

Well done, Susie needed *adult support/ some support* to use level 3 connectives

Well done, Susie used level 3 connectives independently

Then you are to stamp and initial your comment

IF the teacher has forgotten to draw the **green bubble** please just put a bubble around the piece of corrected work.

NUMERACY

Big Maths (CLIC) & Primary Framework (using Hamilton Plans)

Marking of Numeracy

GPQ (on stickers) – All lessons must start with a *green pen question* with the purpose of either pre- or post-assessment. Children's responses in **blue pen** and GPQ must be marked

All books must be marked and all sums ticked before the next maths lesson.

Stickers used to mark to learning intention using 3 colours to differentiate the marking:

Green stickers mean that **I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.**

Orange stickers mean that **I am beginning to understand the new learning, but I need more practice to consolidate my learning.**

Red stickers mean **I am able to complete my learning independently and that I am ready to move onto the next learning.**

As and when appropriate, children should be given **green bubbles** as set out below and in respond in **blue pen**:

- A child who has clearly understood the learning intention must be given an **extension** in the green bubble ("now try this...")
- A child who needs more practice to understand learning intention must be asked to do **correction** in a green bubble (one or two corrections are sufficient)
- The teacher should **model** the misconception in a green bubble as needed (Verbal feedback should be demonstrated in the books)

Green bubbles with extensions, correction or modelling could happen during the lesson.

Teaching Assistants must mark the work of children at their table and initial it. If they are roaming, they mark as and when. Use green pens for marking. Write comment if appropriate (e.g unaided, with adult support) Model the taught method.

Homework for Maths

Mathematics	<p>Mathletics homework must be set by teacher. All children should have their mathletics passwords. Completion must be monitored and where children do not complete, teachers should address it with parents</p> <p>Big Maths Beat That: Times tables and Learn Its should be given to practise for the test on Fridays.</p> <p>Children in Year 5 and 6 will continue to receive appropriate work to help them prepare for their Summer tests.</p>
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SCIENCE

Expectations in books

1. Cover page to say name of topic
2. Overview of skills and knowledge
3. Glossary
4. Pre-assessments/ Mid-assessments and Post-assessments
5. GPQ
6. At least 2 investigations/experiments per unit using the agreed observation sheet
7. Marking using stickers to learning/ understanding of LI, rather than a comment about completion of task.

TOPIC

Use NC for objectives. Curriculum outline available which covers Geography, History, Art, DT, Computing, PE

*Black History to be taught at part of the topic and not necessarily in month of October.

Outcomes of topic work:

- Displays (art or writing)
- Non-fiction writing in literacy book
- Wow days/ dress up days/ visitors
- ICT links
- Project for homework – clear outline of expectations handed out at start of the project and certificate presented with completion reflecting the success criteria
- At least one trip linked to topic per term

Journey through the ages:

One class book used like a scrap book to display photos and evidence of topic work covered in class

Homework projects (see example)

- Once a term children should be given a project related to topic with choice of presentation – project book, art, DT
- Project homework should have clear guidelines to parents and a clear deadline.
- The teacher must give written feedback for the projects in the form of a certificate to acknowledge their hard work and also give the children feedback of how they did according to criteria set at the beginning of the project.
- An opportunity should be arranged for parents to come and view the work of the children in the form of an exhibition.

Music - use new curriculum for objectives

Charanga music online for weekly lessons

Drumming – Year 3 and Year 4

Individual guitar lessons

No SRE in new curriculum

RE – Use Discovery RE scheme of work

RE

I can statements

<http://www.salisbury.anglican.org/resources-library/schools/religious-education/Appendix%20F%20I%20can%20statements.pdf/view>

Marking of RE

All lessons to start with GPQ on stickers – green pen questions, assessing AT2

GPQ must be marked, challenging the children's thinking

Comments after independent learning should relate to the children's learning/understanding of the LI and not about the completion of task. Extension questions in green bubbles relating to AT

General comment about marking

Positive non-specific: "good work"

Positive specific: "Well done, I think you've explained the process clearly using the correct technical terms"

Positive developmental: "Next time try to back up your arguments with more evidence"

Negative non-specific: "You can do better than this"

Negative specific: "You haven't used any full stops in this piece."

Negative developmental: "Don't use so many exclamation marks!"

Differentiated stickers with colour reflecting how well children have achieved the LI

Green bubbles to extend, correct or model misconceptions

Children always respond in **blue pens** and children must be given time to respond at beginning of the lesson

All children's work must be marked within a day of teaching the lesson or before the subject is taught again.

Providing immediate feedback can be very powerful and therefore some marking is encouraged to take place during the lesson – Teachers and Teaching Assistants should always walk with a green pen in their hands!

However, at no time teacher should be marking books during a lesson, away from the children, not engaged in the lesson

Presentation

All children must be taught to value the recording of their work, both as a record of their achievement and as evidence of consistently meeting the standards and expectations set. Books are the key evidence of their learning and therefore the children must be expected and encouraged to take pride in their work and to see their work.

Expectations in books

- Full names and the words for “Year Two” etc. are written on neatly on the front of the books (can be written by child or adult, at teacher’s discretion)
- The date and the Learning Focus: (I am learning to) must be stuck in book using the sticker system.
- Children should be taught and expected to use rulers for any lines they draw in their books.
- Any worksheet that must be stuck into book must be trimmed PRIOR to the lesson to ensure they can stick it in. Please no folding of sheets – it must be mounted.
- Highest expectations when it comes to presentation – no other mark marking/doodling/scribbling (especially cover of book!)
- Writing journals can be used for jotters/draft – but still encourage no doodling.
- Mindful of waste - where the piece of work is less than half a page, the child should begin the next piece of work on that page with a new date.
- Rubbers are used at the teacher’s discretion – if children do not use rubbers then children should be taught to cross out mistakes by using a **single neat line**.
- In Maths books pupils write one number per square until they are competent enough to move away from that.
- Pupils in Y5 and Y6 may qualify for a “Pen Licence”, where they have done consistently neat work, and then all their work may be done in biro. Maths must always be done in pencil, except when responding to green bubbles in blue pen

Learning environment

Organised, tidy and clutter free (especially children’s and teachers’ desks/work areas)

Storage well organised and labelled so that children can access learning materials

Safe access/movement around the room

Reading corner! Quality resources & displays to demonstrate reading in the wider world

RE corner – simple, clear of clutter, a sacred space

Easy identifiable prayer corner – kept simple with candle and cross and kept as a sacred place (no clutter)

Visual timetable displayed

Coats must be on hooks & lunch boxes on trolleys

Named classroom doors

Layout of tables according to kagan – groups of 4 – no children should have their back to the whiteboard.

Displays:

Celebrate success and achievement across the ability range by having ALL children’s work displayed somewhere in room!

Bright, eye catching displays with balance between children’s work and information, but more heavily towards children’s work. It is important the every child has something up on display in the room.

High quality, best written work by hand or ICT – have a mixture

Preferably correct spelling from children

Use computer labelling to generate interesting questions, explanations and titles etc. for displays. Please double check for grammar or spelling mistakes. Use Comic Sans font.

Mounted and named work – double mounting not required, but avoid sugar paper please. Cutters must be used for straight edges and it must be stapled in all 4 corners

Interactive where possible, but be careful with e.g. posted notes falling down.

Displays to reflect the whole curriculum and cultural diversity

Repair if damaged!

Don't take display down before new display is ready to go up. By the 3rd week into new school year all walls should be covered and displays should be changed at least once a term.

Prayer corner- Our Special place

- dedicated prayer area called "our special place", a quiet corner for prayer
- **accessible** to children, if possible close to RE display area, but more importantly a quiet space
- valued by children and staff, well looked after and truly an opportunity to reflect
- Candle
- Bible
- Prayer box with prayer paper and pencils
- Cloth covering the table
- On Tuesdays prayers must be taken to church. Headies to collect communal prayer box. Prayers will be dedicated to God by the Vicar
- Value must be displayed
- RE displays and reflective areas as part of the Restorative Justice Approach should be kept separate. Other faith artefacts should be clearly labelled and not mixed with Christian artefacts.

Assessments

- Target Tracker implemented January 2015
- Use Rising Stars assessments
- Children assessed October, February and May and a judgement is made whether they are beginning to /working within / or working beyond (mastery) the statements

Phonics screening

Phonics screening to be completed in Year 1 in the summer term. All children who do not pass the screening must redo the test in the summer term of Year 2

Suffolk Reading Test

Year 1 to Year 6

Administered October and June

Results give standardized reading age.

Data is used to identify needs and assess impact on interventions.

Parallel Spelling Test (Dennis Young)

Year 2 – Year 6.

Administered October and June

Results give standardized spelling age.

Data is used to identify needs and assess impact on interventions.

RE Assessment

Assess AT1 and AT2 termly using broken down levels

Statement on yellow stickers to reflect how secure their knowledge and understanding is

c = I am still learning...

b = I am beginning to

a = I can...

Level descriptions can be found in the RE discovery scheme, linked to the unit of work

Assessment schedule from September 2015

We use Rising Stars assessments/tests to inform our judgements in Reading, SPAG and Maths

RS= Results from tests must be recorded on Rising Stars spreadsheet

TT= A collective judgement must be made and entered on the **steps** (not statements) of Target Tracker

>For children performing below expectations: B (below), B+ (below plus),

>For children meeting age related expectations: W (working within), W+ (working within plus),

>For children exceeding age related expectations and working on deepening their knowledge: S (secure), S+

	Oct half term	December	Feb half term	April	June
Reading	On-going informative judgement from guided reading sessions. No data entered	<u>Reading progress Autumn test 1</u> RS TT	On-going informative judgement from guided reading sessions. No data entered	<u>Reading progress Spring test 1</u> RS TT	<u>Reading Optional test</u> (<i>except</i> Year 1 do Reading Progress Summer test 1) RS TT
GPS	<u>GPS progress Autumn test 1</u> RS TT *Ensure answers are discussed with ch	<u>GPS progress Autumn test 2</u> RS TT	<u>GPS progress Spring test 1</u> RS TT	<u>GPS progress Spring test 2</u> RS TT	<u>GPS Optional tests</u> (<i>except</i> Year 1 do GPS progress Summer test 1) RS TT
Composition of Writing On-going writing and conferencing using Pie Corbett and CLPE <i>Data is entered as a <u>combined</u> SPAG, HWR and Composition judgement on target tracker</i>		Moderation of writing across schools Make judgement on composition. Re-adjust TT data that was already entered for SPAG as appropriate	On-going writing and conferencing	Moderation of writing across schools Make judgement on composition. Re-adjust TT data that was already entered for SPAG as appropriate	Make judgement on composition. Re-adjust TT data that was already entered for SPAG as appropriate
Maths	<u>Test 1L for:</u> Number & PV Add & Sub Mult & Div Fractions RS TT	<u>Test 1L for:</u> Measurement Geometry Statistics (not Y1) (Y6 Algebra and Ratio and proportion) RS TT – re-adjust judgement that was already entered Aut 1	<u>Test 2M</u> Number & PV Add & Sub Mult & Div Fractions RS TT	<u>Test 2M</u> Measurement Geometry Statistics (not Y1) (Y6 Algebra and Ratio and proportion) RS TT – re-adjust judgement that was already entered Aut 1	<u>Maths Optional test</u> (<i>except</i> Year 1 do Progress T- <u>3M</u> for ALL maths units) RS – questions are cross referenced to the standards TT – steps AND <u>statements</u> highlighted
Science Do the diagnostic, mid-topic, end of topic before, in middle and after each unit. Stick assessments in books.					

Tests not assigned to schedule (e.g. Test 3M in Y2 to Y6 for Maths and Aut II, Spring II, Summer II for reading) may be used as teaching tools as teachers see fit, For example teachers can use it to teach strategies for how to read and answer test questions, e.g. in plenaries in lessons and small group work etc. Likewise, test 4 (H) in Maths may be used for extension purposes/ as see fit by the teacher.

KS2 Marking Codes

	Missing capital letter	V	Choose a more interesting or descriptive word
	Missing or incorrect punctuation	//	New paragraph
----	I am not sure I have spelled this correctly	?	Does this bit make sense?
	Incorrect spelling (maximum of 3 words)*	*	This bit needs to go somewhere else. (Show where with an arrow)
====	Change this to lower case	^	Missing word or phrase.

*Class teacher to write the correct spelling in the margin for child to copy

Please look at your marking daily and remember to respond and initial your comments in blue.

Green stickers mean that I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.

Orange stickers mean that I am beginning to understand the new learning, but I need more practice to consolidate my learning.

Red stickers mean I am able to complete my learning independently and that I am ready to move onto the next learning.

KS1 Marking Codes

	Missing capital letter
	Missing or incorrect punctuation
	I am not sure I have spelled this correctly
	Incorrect spelling (maximum of 3 words)*
	Change this to lower case
	Choose a more interesting or descriptive word

*Class teacher to write the correct spelling in the margin for child to copy

Please look at your marking daily and remember to respond and initial your comments in blue.

Green stickers mean that I do not fully understand the new learning yet and that I need more practice and support to consolidate my learning.

Orange stickers mean that I am beginning to understand the new learning, but I need more practice to consolidate my learning.

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