



WHITEHALL PRIMARY SCHOOL

Teaching, Learning and Assessment Policy

Rationale

At Whitehall Primary School we believe in the concept of lifelong learning and 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. At Whitehall our intention is that our curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment to enable our children to live happy, healthy and productive lives and thus inspires children to learn more.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. At the heart of this are our key principles behind the design of our curriculum are for our children to:

- 1) **be curious** - by becoming active learners so that they can make informed choices to solve problems. Through this value, we want children to start thinking critically, make meaningful connections from what they have learned and apply it to everyday tasks and beyond the classroom
- 2) **have aspirations** - for the future and know that these can be reached through hard work and determination. Our enriched curriculum will provide knowledge, skills and the opportunities for our children to become engaged in their learning and to see the connection between what they learn today and what they want to become tomorrow. We strive for our children to have aspirations so that they can be the best they can possibly be
- 3) **be independent**. Through this value, we want children to develop self-confidence and self-motivation to become independent in thought and in action. Our centrist pedagogical approach enables learners to acquire the necessary knowledge and skills through a balance of teacher-led and enquiry-based learning, including taking risks, having a positive outlook and self-belief so that they embrace challenges and have the best possible chance of succeeding as well as be prepared for the next steps of their lives

At Whitehall Primary School, we have designed our curriculum specifically to the needs of our school and pupils. The organisation of our curriculum is built upon balancing the need for excellent core skills in Reading, Writing and Maths with personal development and foundation subjects. All aspects have been carefully woven together and interconnected to ensure that the curriculum received by the pupils is progressive, sequential and well thought through.

These core curriculum values are embedded through enriched opportunities alongside assessment, which we believe is an integral and continuous process to teaching and learning, allowing children to achieve their true potential.

Aims and Objectives

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, ethnicity, gender, faith or stage on the Special Educational Needs and Disability Code of Practice.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring, independent and reflective learners;
- foster children's self-esteem and help them to build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and in doing so, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community, contributing to it and the wider society;
- develop children's moral, spiritual, social and cultural understanding;
- enable children to grow into reliable, independent and positive citizens.

Effective Teaching and Learning

Personalised learning is central to effective teaching and learning. At Whitehall, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they may fulfil their potential. Many learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

The Curriculum ensures that academic success, creativity, problem-solving, responsibility and resilience as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. Such opportunities include:

- investigation, problem solving and reasoning
- research and finding out
- group, paired, independent and whole class work
- asking and answering questions
- use of computing across the curriculum
- visits to places of educational interests
- debates, role plays, drama and oral presentations
- global work (ECO and Fairtrade)
- participation in sport events
- outside classroom/environment.

We also believe that pupils learn best when they:

- Have their basic physical needs met
- Feel secure, safe and valued

- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

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.

Planning

Whitehall Primary School is committed to meeting the requirements of the primary National Curriculum 2014 and the Statutory Framework for Early Years Foundation Stage (EYFS) 2021. The curriculum which consists of the National Programme of Study and the EYFS framework are planned carefully and are balanced to ensure full coverage and includes PSHE/RSE and RE/SMSC.

For each subject, there is a curriculum progression map from EYFS to Year 6, detailing our composites or the end points, which are sequential and ensures knowledge and skills are built up over time. The composites are further broken down into components which are detailed in the curriculum progression map and in medium term plans.

At Whitehall Primary, we use a range of schemes of work to ensure the planning and delivery of components are sequential, engaging and ambitious. Our schemes of work reflect the content and challenge of the curriculum and is adapted to ensure it is tailored to meet the needs of all pupils, including SEND, EAL and disadvantaged pupils, to give them the knowledge and cultural capital they need to thrive.

The schemes used to support the planning and implementation of each area of learning are:

- Phonics and Early Reading – ALS

- Maths – Collins Busy Ants
- English, Science, History, Geography, Art and Design, Design and Technology – Cornerstones Curriculum 22
- Computing – iLearn2
- Music – Leicester and Leicestershire Music Hub
- French – Kapow
- PE – Rising Stars Champions
- PSHE/RSE – Jigsaw and Coran Scarf
- RE/SMSC – Discovery RE

Teachers have received training in key areas of curriculum change and are ready to provide outstanding curriculum provision.

Curriculum Intent, Implementation and Impact

Each curriculum area's intent is centred around our three curriculum values: to be curious, to have aspirations, and to become independent. Each Subject Leader has detailed what these values should look like (intent), how they should be delivered (implementation) and how it will be monitored (impact) in their subject area's policy.

Each subject has a specific vocabulary set which is outlined in the medium-term plans. The short-term plans consist of lessons that are carefully sequenced to ensure knowledge and skills are frequently revisited and thus embedded in the long-term memory. Knowledge organisers and mini-quizzes are used to support children's memory.

At Whitehall Primary, we align our teaching and learning principles with that from the Rosenshine (2010) Principles of Instruction, Educational Practices and the Principles of Instruction, Research-Based Strategies That All Teachers Should Know (2012), which advocates that:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Limit the amount of material students receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for all students.
7. Guide students as they begin to practice.
8. Think aloud and model steps.
9. Provide models of worked-out problems.
10. Ask students to explain what they had learned.
11. Check the responses of all students.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.

14. Provide many examples.
15. Re-teach material when necessary.
16. Prepare students for independent practice.
17. Monitor students when they begin independent practice.

In addition to Rosenshine's principle above, we aim to help our pupils to:

- Make connections with previous learning in the year or key stage before
- Provide learning walls, displays a learning environment to scaffold and model new and existing knowledge and skills
- Encourage the application of taught knowledge and skills, enabling them to take the next steps of their lives

Our EYFS policy details our school's teaching and learning provision in the early years.

At Whitehall Primary School, we have designed our curriculum specifically to the needs of our school and pupils. The organisation of our curriculum is built upon balancing the need for excellent core skills in Reading, Writing and Maths with personal development and foundation subjects. All aspects have been carefully woven together and interconnected to ensure that the curriculum received by the pupils is progressive, sequential and well thought through.

Learning Environment

When pupils are at school, learning will take place in classrooms, computing hub, outdoor learning huts, halls, the school fields and forest school environment.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board, access resources and participate
- Displays that celebrate and support pupils' learning

Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or make adaptations to the learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

Adaptations to the teaching and learning are made to enable all children to access the curriculum. Pupils with special educational needs receive support provided by a learning support assistant, 1:1 support which is overseen by the class teacher and the SENCo. Extra support is given in the classroom through Quality First Teaching and scaffolding, using ability groupings for certain subjects where appropriate, and providing writing frames and word banks. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs & Inclusion Policy).

Assessment Principles

At Whitehall Primary School we believe assessment is fundamental to being able to extend and challenge children's learning so that they can fulfil their potential.

Our assessment is incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments, whether on an individual, group, class or whole school basis.

Our assessment procedures are underpinned by eight key principles: fairness, honesty, ambition, appropriateness, consistency, meaningful outcomes and feedback. A more detailed explanation of our Assessment Principles can be found in appendix 1, page 16-17.

Effective Assessment

The school assess pupils' progress against the school curriculum to keep parents informed, to enable governors to make effective judgements about the school's effectiveness and to inform Ofsted inspections.

We see assessment as being intertwined with effective teaching and learning and aim to:

- enable our pupils to demonstrate what they know, understand and can do in their work;
- help our pupils understand what they need to do next to improve their work;
- allow teachers to plan work that accurately reflects the needs of each pupil
- provide information for parents that enables them to support their child's learning;
- provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school;
- gather information about the performance of individual children, groups and cohorts in order to inform target setting and monitor progress;
- provide information to inform the school's strategic planning;
- track individual, group and cohort progress;
- learning difficulties can be quickly identified more quickly and appropriate help given;
- systematically monitor and record a child's and school's overall achievements;
- ensure records, assessment and reporting can be met for legal requirements.

We firmly believe in a rigorous and systematic assessment cycle to achieve effective assessments. An overview of our Assessment Cycle can be seen in appendix 2 (page 18), where dates are set for summative assessments to be recorded and monitoring and pupil progress meetings take place. Appendix 3 (page 19-21) further details the types of summative assessments used six times a year in each year group across the whole school.

Key Features of Teaching, Learning and Assessment

In-School Formative Assessment

This is assessment for learning and is integral to teaching and learning. It occurs on a day-to-day basis to evaluate pupils' knowledge and understanding through sharing of outcomes and discussion with pupils on how learning outcomes can be achieved as well as the progress made. The school carries out regular standardisation and moderation of reading, writing and maths in collaboration with colleagues within school, with the local development group and with the local authority to ensure judgements are fair, consistent and in line with the national standards.

Examples of assessment for learning include:

- observations
- marking and feedback against the success criteria
- self-assessments and peer-assessments
- learning objectives and individual or group targets
- judgements made against Key Performance Indicators (KPIs) in reading writing and maths
- samples of written and/or recorded learning
- photographic evidence where appropriate
- knowledge and skills self-evaluations
- mini-quizzes
- quotations from pupils in the Early Years, in addition to the above, is used to collect evidence

Appendix 4 (p22-23) is a guidance for teachers on what the marking and feedback should look like to ensure consistency and a standardised approach across the school.

In-School Summative Assessment

Summative assessments enable the school to evaluate how much a pupil has learned and provides a summary judgement about what a pupil has learned at the end of a teaching period. Periodic assessments occur at the end of each half term. It establishes national benchmarks about what children can do and about school performance.

At Whitehall Primary, summative assessments that take place are:

- Year 2 and Year 6 SATs practice tests
- Years 1, 3, 4 and 5 Rising Stars National Testing Standards (NTS) in reading, grammar punctuation and spelling, and maths;
- Standardised ALS phonics check;
- Vernon Spelling tests for SEND pupils where appropriate;
- Target tracker.

Nationally Standardised Summative Assessment

The following formal assessment procedures are used to measure outcomes against all schools nationally:

- Reception Baseline
- End of EYFS (Reception) - % of pupils achieving a "Good Level of Development"
- Phonics Screening Test at the end of Year 1 and Year 2 -% of pupils achieving the required screening check (WA- working at)
- Year 4 Multiplication Tables Check

- End of KS1 SATs (non-statutory from September 2023)
- End of KS2 SATs

Special Educational Needs and Disability (SEND)

Pupils identified on the SEND register who are working below the standard of the national curriculum and are not engaged with subject-specific curriculum at Key Stage 1 (KS1) and Key Stage 2 (KS2) are assessed using the DfE Engagement Model. The Engagement model replaces p scales 1 to 4. Pre-Key Standards are used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific curriculum. At Whitehall Primary School, if appropriate, teachers use progress tests from previous year groups/band to support ongoing teacher assessment.

Special consideration is given to pupils with dyslexic type tendencies. Although tests for Dyslexia is not conducted at the school, teachers adapt their teaching and learning and adopt Dyslexic Friendly Strategies to ensure all pupils can reach their full potential.

Management Information Systems

At Whitehall Primary School we use Target Tracker to track progress throughout the whole school from Nursery to Year 6. We send KS1 and KS2 data to the local authority using Assessment Manager. Pupil progress is monitored each term through Pupil Progress meetings. At the end of the summer term, the SLT analyses individual, group and cohort performance to compile an EYFS, KS1, KS2, English, Maths, Science, More Able and EAL Data Report for governors.

Target Setting and Tracking

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessments, standards for reading, writing and maths, as well as test results. Strengths and areas for development are identified to inform planning and to implement intervention programmes as appropriate.

We have very robust and rigorous assessment procedures in place where there is a clear timeline for assessment and data analysis. This is documented in an Assessment, Data Analysis and Monitoring handbook which is presented to staff at the Teacher Inset Day in the autumn term where staff are informed of the assessment cycle for the coming year. Further meetings/trainings are held in the academic year for up-to-date information and professional development. Data is collected on a regular basis and is shared with staff, pupils, parents and governors. A monitoring report is produced for each child in the spring term prior to the parents' evening which informs parents of their child's progress and targets that will enable them to make progress.

The Headteacher and SLT together with the subject leaders, where appropriate, monitor pupil progress through lesson observations, pupil interviews, work scrutiny, planning and assessment scrutiny.

Marking and Feedback

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.

It will be given verbally or written in pupil's books as deemed appropriate. Further details can be seen in the Marking and Feedback Policy.

Reporting and Recording

We will provide regular targets for pupils, and provide a monitoring report in the spring term, which is discussed with parents at parents' evening. Pupils will receive a written report annually by the end of summer term.

Pupil Progress Meetings

Pupil Progress meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of each term autumn, spring and summer. Teachers complete a Pupil Progress Meeting Proforma which details an analysis and the performance of the class, cohort and groups such as Pupil Premium, FSM, SEND, EAL and More Able children. Successful strategies, areas of concern and action points, including interventions are discussed to move individuals forward. Appendix 4 (p24-29) shows a proforma used for KS1, KS2 and EYFS Pupil Progress meetings, which guides the dialogue around the teaching, learning and assessment and progress individuals, groups, class and year groups make.

Intervention

It is expected that the great majority of pupils at Whitehall will make at least the expected rate of age-related progress through quality first teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Provision Mapping meetings are held to discuss progress of pupils listed in Pupil Progress Meetings. Provision for Pupil Premium, EAL and More Able children are also discussed.

Purpose of Assessment

The main purpose of our rigorous assessment procedures is to:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required

- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and senior leaders as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible. Please see our Homework Policy for further details.

Communication and Feedback

The school will communicate and support Home-School learning through series of challenges, website links and suggested apps via the website and Twitter. New information will also be reported by Parentmail.

We invite our pupils to share their work and upload pictures to keep them positively engaged with learning during the school closure. Parents are reminded to refer to our Online Safety Policy and Data Protection (GDPR) Policy in ensuring that names and any other personal information that identifies them is removed. We also ask parents to ensure that their child is familiar with staying safe online at home. Further information on keeping children safe online can be found in section 6.3 of the guidance for parents and carers on the closure of educational settings: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

Data Protection and Remote Working

During a school closure, as well as ensuring the children's well-being and safety online at home, Whitehall Primary School endeavours to safeguard all staff when working at home. This will be achieved by:

- not asking staff to make personal contact with pupils daily, except where agreed with the Headteacher for contacting vulnerable children and families
- not asking staff to use their personal phones, emails or social media to carry out this contact
- to not live-stream lessons from their homes, nor engage in any video-calling, unless in exceptional circumstances with the parent that has been agreed by the Headteacher
- ensuring staff to do not keep personal data on their devices
- providing staff with the appropriate device and security arrangements, such as secure passwords
- ensuring staff have received data protection training

Professional Development

At Whitehall we believe that informed and well-trained staff enhance the quality of children's learning and welfare. Through the School Development Plan training resources are directed in the most effective way to meet individual and whole school needs.

Training is delivered through a variety of ways:

- Mentoring, observations and modelling, and team-teaching
- INSET/staff meeting
- LA training
- Network meetings
- Research and enquiry

We believe that the monitoring of teaching, learning and assessment should be developmental. We use the phase system to support quality first teaching which consists of a fortnightly meeting whereby planning, assessment, performance monitoring, and moderation of work as well as book scrutiny takes place.

Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play:

1. Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers Standards
- Actively engage parents/carers in their child's learning letters, workshops, emails, weekly dash, open days, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress every term, and produce a monitoring report every spring term and an annual written report on their child's progress
- Meet the expectations set out in this policy, behaviour policy, and marking and feedback policy

2. Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in this policy, behaviour policy, and marking and feedback policy

3. Subject Leaders

Subject Leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Encourage teachers to engage in CPD around their subject
- To carry out a termly review based on evidence such as planning and book scrutiny, pupil and teacher interviews and lesson observations. At the end of the review, they

produce a report for the Headteacher and Deputy Headteacher which explores questions such as:

- Did what was planned to happen actually happen?
 - How well did staff enable progress in subject domains?
 - Are pupils making progress in subject knowledge?
 - How enthusiastic are learners about the subject?
 - What is the quality of teacher knowledge?
 - What are the key improvement priorities to be included in the SIP?
- Meet the expectations set out in this policy, behaviour policy, and marking and feedback policy

4. Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in this policy, behaviour policy, and marking and feedback policy

5. Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete work to the highest standard in order to make good progress at school

- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy

6. Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

7. Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Subject Leaders and the Deputy Headteacher or Headteacher will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

- Pupil interviews
- Lesson observations
- Staff feedback

Review

This policy will be reviewed every year by the Deputy Headteacher and Headteacher with the Strategic Governors Committee. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum Policy
- Early Years Foundation Stage (EYFS) policy
- Equality information and objectives
- Home-school agreement
- Homework Policy
- Marking and feedback policy
- SEND policy and information report

Appendix 1:

Assessment Principles at Whitehall Primary School

Our assessment procedures are underpinned by the following principles:

Principle 1 - Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for pupils to demonstrate and review their progress.

Principle 2 - Assessment is fair

- Assessment is inclusive of all abilities.
- Assessment will focus on the specific elements that the pupils were asked to develop during that piece of work.

Principle 3 - Assessment is honest

- Assessment outcomes are conveyed in open, honest and transparent ways to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Principle 4 - Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards (EYFS, Year 2 and Year 6). This will be developed across other year groups as the new curriculum becomes embedded.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Principle 5 - Assessment is appropriate

- The purpose of any assessment process should be clearly stated.
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- Assessment should demand no more procedures or records that are practically required to allow pupils, their parents and teachers to plan future learning.

Principle 6 - Assessment is consistent

- Judgements are formed according to common principles.
- A school's results are capable of comparison with other schools, both locally and nationally (EYFS, Year 2 and Year 6).
- The school will seek to work with other schools for consistency.

Principle 7 - Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning.
- Parents in supporting their children with their learning.
- Teachers in planning teaching and learning.
- School leaders and governors in planning and allocating resources.
- Government and agents of government.

Principle 8 - Assessment feedback inspires greater effort and a belief, that through hard work and practice, more can be achieved:

- Pupils are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate.

Appendix 2:

Overview of Assessment Procedures

Term		Assessment Cycle
Aut 1	16 th September 12 th – 16 th September w/b 19 th September 7 th October (TBC)	- Baseline Assessments updated on TT; PPM records and Intervention monitoring forms due - Prep time for Interventions - All interventions to commence - Reception Baseline Assessment (RBA) due
Aut 2	w/b 28 th November 2 nd December w/b 5 th December 12 th – 16 th December	- National Testing Standards Test (NTS) / Y2 & Y6 SATs – Autumn summative assessments - Deadline for TT, Intervention forms & PPM records due - Pupil Progress Meetings (PPM) - Prep time for Spring Interventions
Spr 1	w/b 9 th January w/b 30 th January	- Interventions continue and/or new amended Interventions to begin. - PPM with Y2 & Y6
Spr 2	w/b 27 th February w/b 20 th March 24 th March w/b 27 th March 27 th – 31 st March	- Interventions continue. <u>Any new Interventions should be emailed.</u> - NTS Tests / Y2 & 6 SATs – summative assessments - Deadline for TT, Intervention forms & PPM records due - PPM with EYFS, Y1, 3, 4 & 5 - Prep time for Summer Interventions
Sum1	W/b 17 th April W/b 8 th May W/b 15 th May w/b 22 nd May	- Interventions continue and/or new amended Interventions to begin. - Key Stage 2 SATs - Key Stage 1 SATs - NTS Tests for Y1, 3, 4 & 5
Sum2	9 th June w/b 5 th – 22 nd June w/b 12 th June 30 th June	- Deadline for updating Target Tracker - Year 4 Multiplication Testing Check - Year 1 & Year 2 Phonics Screening Check - Deadline to return data (EYFS, KS1, KS2) TBC - All Interventions end (exceptions for 1:1 SEND pupils to be made).

	30 th June	• Deadline for Intervention forms & PPM records • Transition meetings and PPM records to be shared.
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*Dates for deadlines vary from year to year.

Appendix 3:

	Nursery	Reception	Year 1	Year 2
AUT 1	Baseline Update TT and PPM records due	RBA Update TT PPM records due	<u>OPTIONAL BASELINE TESTS:</u> - Rising Stars Optional Test A: English (Paper 1-3) & Maths (Paper 1 & 2) Y1 Common exception words – Spelling test <i>ALS Phonics Screening Assessments</i> Update TT and PPM records due	<u>OPTIONAL BASELINE TESTS:</u> SATs practice papers: - Reading, GPS & Maths Y1/2 Common Exception Words – Spelling test ALS Phonics Screening Assessments Update TT and PPM records due
AUT 2	Moderation Formative assessment – 1:1 conferencing Update TT and PPM records due	Moderation Formative assessment – 1:1 conferencing Update TT and PPM records due	Yr 1 NTS Autumn: Y1 Common exception words – Spelling test Science – Head Start Topic Test Moderation, Update TT and PPM records due	SATs practice papers: - Reading, GPS & Maths Y1/2 Common Exception Words – Spelling test Science – Head Start Topic Test Moderation, Update TT and PPM records due
SPR 1	Moderation	Moderation	Y1 Common exception words – Spelling test (optional) Moderation	SATs practice papers: - Reading, GPS & Maths Y1/2 Common Exception Words – Spelling test (optional) Moderation and PPM records due

SPR 2	Moderation Update TT and PPM records due	Moderation Update TT and PPM records due	Yr 1 NTS Spring Science – Head Start Topic Test Y1 Common exception words – Spelling test Moderation, Update TT and PPM records due	SATs practice papers: - Reading, GPS & Maths Science – Head Start Topic Test Y1/2 Common exception words – Spelling test Moderation and Update TT
SUM 1			Yr 1 NTS Summer Y1 Common exception words – Spelling test (optional) Science – Head Start Topic Test Moderation	KS1 SATs Y1/2 Common exception words – Spelling test Science – Head Start Topic Test Moderation
SUM 2	Update TT and PPM records due	Data to LA Update TT and PPM records due	PHONICS SCREENING CHECK Y1 Common exception words – Spelling test Data to LA Moderation, Update TT and PPM records due	PHONICS SCREENING CHECK Y1/2 Common exception words – Spelling test Data to LA Moderation, Update TT and PPM records due

	Year 3	Year 4	Year 5	Year 6
AUT 1	<u>OPTIONAL BASELINE TESTs:</u> Y3 Optional SATs Test A: Reading, GPS (papers 1 & 2) & Maths (papers 1-3) Y3/4 Spelling list Update TT and PPM records due	<u>OPTIONAL BASELINE TESTs:</u> Y4 Optional SATs Test A: Reading, GPS (papers 1 & 2) & Maths (papers 1-3) Y3/4 Spelling list Update TT and PPM records due	<u>OPTIONAL BASELINE TESTs:</u> Y5 Optional SATs Test A: Reading, GPS (papers 1 & 2) & Maths (papers 1-3) Y3/4 & Y5/6 Spelling list Update TT and PPM records due	<u>BASELINE TESTs:</u> SATs practice papers: Reading, GPS & Maths Y3/4 & Y5/6 Spelling lists Update TT and PPM records due

AUT 2	Y3 NTS Autumn Y3/4 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due	Y4 NTS Autumn Y3/4 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due	Y5 NTS Autumn Y3/4 & Y5/6 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due	SATs practice papers: Reading, GPS & Maths Y3/4 & Y5/6 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due
SPR 1	Moderation	Moderation	Moderation	Moderation PPM records due
SPR 2	Y3 NTS Spring Y3/4 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due	Y4 NTS Spring Y3/4 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due	Y5 NTS spring Y3/4 & Y5/6 Spelling list Science – Head Start Topic Test Moderation Update TT and PPM records due	SATs practice papers: Reading, GPS & Maths Science – Head Start Topic Test Moderation Update TT and PPM records due
SUM 1	Y3 NTS Summer Science – Head Start Topic Test Moderation	Y4 NTS Summer Science – Head Start Topic Test Moderation	Y5 NTS Summer Science – Head Start Topic Test Moderation	KS2 SATs Science – Head Start Topic Test Moderation
SUM 2	Y3/4 Spelling test Moderation Update TT and PPM records due	Y4 MTC Y3/4 Spelling test Moderation Update TT and PPM records due	Y3/4 & Y5/6 Spelling Test Moderation Update TT and PPM records due	Data to LA Moderation, Update TT and PPM records due

Appendix 4

Ongoing Formative and Summative Assessments:

WRITING

A judgement should be made across a collection of pieces (fiction/non-fiction and informal/non-formal) and moderated using the DfE/Leicester City Exemplification Materials with your year group partner/s.

The writing must show evidence of all of the statements against the standards to be awarded a particular standard. Greater Depth Standard can only be attained if they have met all preceding statements and can consistently demonstrate the statements across a range of pieces of writing.

MATHS

Medium Term plans and Weekly plans can be found online using your Collins Connect login. Weekly plans should be annotated and kept in planning files.

Each year group should carry out weekly mental maths test. Please refer to the Maths Non-negotiables (p 26).

- Years 1-6 should carry out the Busy Ants End of Unit Tests which is to be completed each week.
- Maths books must have a pupil target sheet at the front of the book, where the results should be recorded and a blue/red dot to indicate if they are meeting the age-related expectations or not.
- An evaluation sheet should be placed in books when carrying out verbal feedback. Every half-term is the minimum.
- For those Maths groups in Years 2-6 who have the Lower Ability Set, please avoid the end of unit tests and instead use Twinkl Arithmetic Half tests each week (in Assessment Drive, soon to be moved onto SharePoint).
- Please ensure you include reasoning questions within your planning from the NCTEM Teaching for Mastery booklet.
- Pupils can also self-assess the learning objective using a coloured crayon/felt-tip – blue (I have met the objective) and red (I need more practise). Teachers to use a felt-tip pen to indicate if the pupil has met the objective (blue) or not (red).

- Pupils must know what the red and blue dots mean for this formative assessment to be meaningful and effective.

SCIENCE

At the beginning and at the end of each unit an evaluation form will need to be filled in by all the children. Pupils should be encouraged to demonstrate their writing skills, with a particular focus on grammar, spelling and vocabulary (Tier 3 words).

The Scientific Enquiry type should be written below the Learning objective for each lesson.

As you progress through the objectives, please complete a Working Scientifically Tracker and file this in your Assessment Folder.

The above two documents will form as your formative assessment.

Please encourage deeper level of thinking by writing up some questions for children to complete. Examples of these can be found on the Planning Drive > Science folder.

The end of term Progress Tests will form part of your summative assessment and should be used in conjunction with your formative assessment to make a judgement in Target Tracker. The statements for Science in Target Tracker should be used and referred to when making a judgement.

COMPUTING

Work should be recorded and stored in the students shared drive.

An end of the unit assessment should be administered and stuck into their Computing books and with a comment in regards to the pupils' achievement.

FRENCH (Y3-6)

A tracking grid can be found on SharePoint along with a guidance on how to form judgements. The judgements that can be made are Working Towards (WT), Working At the Expected Standard (WA), and Greater Depth Standard (GDS).

MUSIC

The Leicestershire Music Hub Assessment Grids are located on Google Drive. Please print these and place them in the Music books. A red dot denotes Working Towards and a blue dot denotes that the child is on track.

RE

Tracking sheets with an overview of the learning outcomes can be found on SharePoint under New Curriculum Design > New discovery RE > Tracking Sheets and Learning

Outcomes. One of three judgements should be made: Working Towards (T), Working At (A), Working Beyond (B).

At the beginning of a unit, 'the big question' sheet should be placed in books. At the end of the unit, pupils' self-assessment sheet will need to be filled in.

PSHE/RSE & SMSC

Medium Term plans should be annotated on SharePoint.

Coverage of Learning Objectives/Intentions will be tracked through annotations of plans and book scrutiny.

Appendix 5

KS1 PUPIL PROGRESS PROFORMA

Class:				Date:						
Autumn				Spring		Summer				
Staff Present:										
Review of previous actions:										
<i>What actions have taken place since the last meeting and what difference have they made to pupil learning, attainment and progress? How do you know? What evidence is there to support the reported impact? Are the judgements supported by work in pupils' books?</i> <i>Is further work required within a specific subject area?</i> <i>Is further work required with a specific cohort of pupils?</i>										
% and number of children that are currently on track	Phonics (Segment & blend)		Reading		Writing		Maths		Science	
	Class	Year	Class	Year	Class	Year	Class	Year	Class	Year
Class/Year overview			Reading		Writing		Maths		Science	
% and number of children Above ARE										
% and number of children At ARE										
% and number of children Working towards ARE										
% and number of children Below ARE										
Average Progress	Phonics		Reading		Writing		Maths		Science	

Key lines of enquiry identified from detailed data analysis (this may include ongoing and new LoE):										
<i>Are there any specific cohorts of children who are underachieving? E.g. FSM, PP, Gender, Ethnicity, EAL, SEND, LA, MA, HA, Mobile, Stable cohorts etc.</i> <i>Are there any specific subject areas where children are making less progress?</i> <i>Which children now require intervention? How will this be organised and what will the planned programme include?</i>										
Names of children requiring additional support										
Phonics	Reading			Writing			Maths			
Names of children requiring additional challenge										
Phonics	Reading			Writing			Maths			
	Child A (G&T) Child B (HA/PP)			Child A Child B			Child A			
Areas of strengths and next steps to move these children on										
<i>What does work scrutiny show? How many books have been looked at? What books have been viewed?</i> <i>What can the children do?</i> <i>What can't the children do yet?</i> <i>What do we think is preventing them from moving forward? Are there any barriers to learning?</i> <i>What are the next steps for learning?</i>										
Agreed actions/interventions and timescale						How will this be monitored?				

Teacher CPD	
<i>Teacher subject knowledge, professional dialogue - What CPD needs have been identified in order to support pupil learning?</i> <i>Links to appraisal process?</i>	

KS2 PUPIL PROGRESS PROFORMA

Class:		Date:						
Autumn 1	Autumn 2	Spring	Summer					
Staff Present:								
Review of previous actions:								
<i>What actions have taken place since the last meeting and what difference have they made to pupil learning, attainment and progress?</i> <i>How do you know? What evidence is there to support the reported impact? Are the judgements supported by work in pupils' books?</i> <i>Is further work required within a specific subject area?</i> <i>Is further work required with a specific cohort of pupils?</i>								
% and number of children that are currently on track	Reading		Writing		Maths		Science	
	Class	Year	Class	Year	Class	Year	Class	Year
Class/Year overview	Reading		Writing		Maths		Science	
% and number of children Above ARE								
% and number of children At ARE								
% and number of children Working towards ARE								
% and number of children Below ARE								
Average Progress	Reading		Writing		Maths		Science	

Key lines of enquiry identified from detailed data analysis (this may include ongoing and new LoE):		
<i>Are there any specific cohorts of children who are underachieving? E.g. FSM, PP, Gender, Ethnicity, EAL, SEND, LA, MA, HA, Mobile, Stable cohorts etc.</i> <i>Are there any specific subject areas where children are making less progress?</i> <i>Which children now require intervention? How will this be organised and what will the planned programme include?</i>		
Names of children requiring additional support		
Reading	Writing	Maths
Areas of strengths and next steps to move these children on		
<i>What does work scrutiny show? How many books have been looked at? What books have been viewed?</i> <i>What can the children do?</i> <i>What can't the children do yet?</i> <i>What do we think is preventing them from moving forward? Are there any barriers to learning?</i> <i>What are the next steps for learning?</i>		
Agreed actions/interventions and timescale		How will this be monitored?
Teacher CPD		
<i>Teacher subject knowledge, professional dialogue - What CPD needs have been identified in order to support pupil learning?</i> <i>Links to appraisal process?</i>		

EYFS PUPIL PROGRESS PROFORMA

Class:				Date:								
Autumn 1 Baseline		Autumn 2		Spring 2				Summer				
Staff Present:												
Review of previous actions:												
<i>What actions have taken place since the last meeting and what difference have they made to pupil learning, attainment and progress?</i> <i>How do you know? What evidence is there to support the reported impact?</i> <i>Are the judgements supported by work in pupils' books?</i> <i>Is further work required within a specific subject area?</i> <i>Is further work required with a specific cohort of pupils?</i>												
% and number of children that are currently on track	Communication & Language		PSED		Physical Development		Literacy		Mathematics		Understanding the World	
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
Class/Year overview	Communication & Language		PSED		Physical Development		Literacy		Mathematics		Understanding the World	
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
% and number of children Above ARE												
% and number of children At ARE												
% and number of children Below ARE												
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class

Average Progress												
% and number of children that are currently on track	Expressive Arts & Design											
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
Class/Year overview	Expressive Arts & Design											
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
% and number of children Above ARE												
% and number of children At ARE												
% and number of children Below ARE												
Average Progress	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
% and number of children that are currently on track	PHONICS				SEGMENTING				BLENDING			
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
Class/Year overview	PHONICS				SEGMENTING				BLENDING			
	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
% and number of children Above ARE												
% and number of children At ARE												
% and number of children Below ARE												
Average Progress	Year	Class	Yr	Class	Year	Class	Year	Class	Year	Class	Year	Class
Key lines of enquiry identified from detailed data analysis (this may include ongoing and new LoE):												

Are there any specific cohorts of children who are underachieving? E.g. FSM, PP, Gender, Ethnicity, EAL, SEND, LA, MA, HA, Mobile, Stable cohorts etc.

Are there any specific subject areas where children are making less progress?

Which children now require intervention? How will this be organised and what will the planned programme include?

Names of children requiring additional support					
Communication & Language	PSED	Physical Development	Literacy	Mathematics	Understanding the World