



St. James' Blackburn  
CE Primary School

### Vision Statement

Guided by our Christian Values, we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

*'Serve one another in love' (Galatians 5.13)*

### Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

*'Show respect to everyone'  
(Peter 1 2.17)*

## LOVE

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## RESPECT

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## COURAGE

*'Be strong and courageous;  
do not be frightened or  
dismayed, for the Lord your  
God is with you wherever you  
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(Joshua 1.9)*

# Teaching Learning and Assessment Policy

Date Agreed by Governors: 31/03/2022

Governor Review Date: January 2025

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## School Values

The school has 9 school values underpinned by 3 core Christian Values of:

### Courage

*'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'* (Joshua 1.9)

### Love

*'Serve one another in love' (Galatians 5.13)*

### Respect

*'Show respect to everyone' (Peter 1 2.17)*

***Staff have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the exceptional practice to which the school aspires. It also reflects the mission and values of the school and supports its vision. Staff are to seek expectations on teaching pedagogy, display and the environment in the staff handbook and these policies:***

- EYFS Policy
- PSHE Policy
- RE and Worship Policies
- SEND Policy
- Calculations Policy
- SMSC guidance and British Values Commitment

## Teaching and Learning Statement

At St James' Church of England Primary School we strive to be exceptional in all that we do and ensure that the curriculum and its delivery reflect this vision. We are committed to high quality teaching and learning to raise standards of achievement for all pupils'. At St James' we aim to inspire, engage and motivate all pupils, regardless of background, beliefs, culture or ability. The curriculum is underpinned by the school values and Christian ethos, which supports the development of pupil wellbeing as well as academic success. We provide well planned, high quality, innovative and experiential teaching and learning opportunities, ensuring all pupils thrive and meet their full potential. We recognise that education involves pupils', parents, staff, governors and the local community, who work closely together to support the process of learning.

## The Curriculum

### Curriculum Intent

At St James' Blackburn Church of England Primary School the children are: skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, digital explorers, designers and technologists, inclusive and respectful of diversity and faiths. The curriculum is carefully designed so that the children develop their **academic, social and cultural capital**.

The curriculum celebrates the mission of the school, the sense of community of our local area and our aspirations for our children to leave as global citizens. It promotes **curiosity** and a **love and thirst for learning**. We strive for academic excellence and want all children to have high aspirations. Pupils should believe their ambitions are limitless and the curriculum is designed to empower children to become **independent**. The school celebrates the success of all and their efforts in being

'Exceptional in all we do!', and to recognise that disappointment in failings can build **resilience**. We want to equip them with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

Embedded throughout our curriculum is a thorough understanding of who our children are – where they come from, why they should be proud of where they live and where they are in relation to the rest of the world. The importance of the **area that they grow up is significant in the curriculum**, learning about and from the local area of Blackburn. The curriculum aims to learn from other cultures, respect diversity and cooperate with one another. We achieve this by placing the school values at the heart of everything that we do. Pupils are encouraged to embody the school's values to become **responsible citizens equipped for later life**. We enrich their time in school with memorable experiences and ensure pupils participate a range of opportunities that possibly may never experience. For example, providing extra opportunities for Outdoor Adventurous Activities.

The school firmly believes that it is all about the child and each child will 'only pass this way once.' School has one opportunity to ensure each child is a well-rounded, aspirational, caring, compassionate citizen of the future. We nurture a love of all God's children. We ensure every child is valued, challenged and encouraged to achieve their full potential.

### Curriculum Implementation

The curriculum has been designed carefully, with learning and assessment opportunities for each year group, constructed to ensure **progression and repetition** to enable embedding key learning, knowledge and skills. We have three school values which permeate all aspects of life at St James' Blackburn Primary School – **Respect, Courage and Love**. These are the key focus for worship, RE and PSHE lessons and local, national and international charity appeals and are revisited throughout the year. For example, school raised £1366.52 for our link school 'Mimtams, South Africa' to build a new school kitchen showing how we 'serve one another in love' (Galatians 5:13).

A 'year group curriculum overview' identifies the long term curriculum for different subjects and topics taught across the academic year. Schemes of work and planning resources support staff in delivering the curriculum so that content is taught in a logical progression and explicitly for all pupils to acquire the intended knowledge and skills. However, staff are empowered to **adapt these to best suit the needs of the pupils in their care**. Meaningful links between topics and subjects are made with the majority of subjects being taught discretely. Lessons are enquiry based with questions initiating many of the learning journeys.

Subject Leaders have devised 'sticky knowledge organisers' which identify the subject and **topic specific vocabulary** and knowledge that pupils are expected to learn within that topic. These support pupils in embedding knowledge and retain key facts, which gives them the chance to then apply this knowledge as skills.

Classes follow a two-weekly timetable to ensure that all of the Non-Core subjects have sufficient time allocated to them. Weekly Religious Education, Science and Physical Education are taught, alongside daily Core Subject lessons.

To ensure that all pupils receive the best possible support, staff use formative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions and to assess what the children know as the topic progresses. This formative assessment also contributed to informing summative assessment judgements which are used in all subjects. Both forms of assessments are used to inform targets and future planning and interventions.

Assessment information is analysed by Subject Leaders, Phase Leaders, the Senior Leadership Team and the Head teacher as part of a monitoring cycle. Pupil progress meetings are conducted termly. This process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in school.

A monitoring cycle, linked with school priorities, identifies areas of strength and areas for future development. Subject Leaders also support the monitoring of subjects across the curriculum. Monitoring includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff conferencing.

Any information gathered is reviewed and used to inform **further developments** of the curriculum and its provision.

### Curriculum Impact

By providing a broad and balanced curriculum that ensures progression and repetition, pupils will develop the skills and knowledge needed to meet the end of key stage expectations. Pupils should leave St James' and:

- Be resilient and independent learners having accessed all areas of a broad and balanced curriculum

- Have an in-depth knowledge in all subjects and be able to see connections and links between topics
- Have a wide range of vocabulary and subject specific, technical terms
- Have knowledge of the local area they grow up in, with knowledge of its history and significant people
- Have a love and thirst for learning, having fond memories of their lessons at St James' feeling inspired and believe that they can achieve anything.
- Know that they are valued, open to challenge and are capable of reaching their full potential in life.
- Show respect for other faiths and cultures showing St James' school values to others.

### Pedagogy and the Learning Environment

Teachers are encouraged to explore pedagogical approaches that include opportunities for:

- pupils to manage, organise and assess their own learning
- different learning styles
- different learning structures
- investigation and problem solving
- researching and finding out
- group, pair, independent and whole class work
- allows pupils to reflect on their own spirituality

### Learning takes place in an environment which is:

- attractive
- challenging and stimulating
- happy, secure, welcoming
- organised
- clearly labelled accessible resources
- motivating
- a place where pupils' work is valued
- reflective with prayer and worship areas

### Inclusion

- St James' is a fully inclusive school. The school takes every action to ensure that each child is able to access all learning opportunities to improve their learning and participation. Lessons are pitched so that all children can take part, learn and progress to the best of their abilities.
- Teachers will take account of the needs of pupils whose first language is not English. The monitoring of progress will take account of the pupils' age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Consequently, teachers will plan teaching opportunities to help pupils develop their English and aim to provide the support pupils need to take part in all subjects.
- Teachers will set high expectations which challenge all pupils to achieve to the best of their ability. Teachers will plan differentiated tasks taking into account abilities and learning styles. If a child has a special educational need, they will be provided for in all areas of the curriculum. Children are educated and provided for in class where possible, unless the outside of class intervention benefits outweigh internal intervention. Teachers and Teaching Assistants liaise with the Special Educational Needs Coordinator (SENCo) and outside agencies to implement any strategies to overcome barriers to learning.

### Teaching in the Early Years Foundation Stage (EYFS) and Key Stages 1 and 2

The **EYFS** pupils in the Foundation Stage Unit and the Reception classes are taught the seven areas of learning. These are:

#### Prime Areas

- Personal, social and Emotional Development
- Physical Development
- Communication and Language

#### Specific Areas

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Learning in Early Years takes place through a combination of planned purposeful play known as Continuous Provision and adult-led directed activities.

## Key Stages 1 and 2

St. James' Church of England Primary School follows the National Curriculum and the Diocesan recommended syllabus for Religious Education. The National Curriculum provides a statutory outline of core knowledge in English, Maths, Science, Computing, Design and Technology, Geography, History, Music, Languages, Art and P.E.

The school curriculum makes provision for personal, social, health and economic education through a variety of methods and approaches including direct teaching, cross curricular themes and the general ethos of the school. Curriculum maps across all year groups integrate topics and clearly map progression in learning and skills. The curriculum at St James' is developed through a range of published schemes and a range of additional resources.

## English

We recognise the importance of spoken language in pupils' development across the whole curriculum as it is the foundations for the development of reading and writing. We aim to develop pupils' capacity to explain their understanding of books and other reading materials.

At St James' we firmly believe that reading feeds pupils' imaginations and opens up a treasure-house of wonder and joy for curious young minds. Underpinning early reading is phonics; the systematic teaching of sounds conveyed by letters and groups of letters and the teaching of pupils to combine and blend these to read or write words.

We believe that it is essential that teaching develops pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is important that pupils learn and use the correct, age-appropriate grammatical terms in English.

## Phonics

At St. James', we aim to promote a love of literature from an early age. It is vital that all pupils leave key stage one being able to apply different strategies for reading. We have a fidelity to 'Read Write Inc.' programme published by Ruth Miskin. In Read Write Inc. Phonics lessons, children learn to read accurately, fluently and with good comprehension. Throughout the programme, children learn the English alphabetic code: the 150 graphemes that represent 44 speech sounds. The children rapidly learn sounds and the letter, or groups of letters, they need to represent them in three sets of Speed Sounds lessons. Lively phonic books are closely matched to the children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated reading of the phonics texts support the children's increasingly fluent decoding.

## Mathematics

The teaching of Mathematics at St. James' aims to develop pupils' fluency in the fundamentals of Mathematics and develop conceptual understanding. This will enable pupils to recall and apply knowledge rapidly and accurately. An emphasis is placed on pupils being able to solve problems and reason mathematically. It is important that pupils choose and explain the appropriate Maths strategies and have opportunities to apply mathematical skills.

## Science

Science is taught as weekly discrete lessons. At St James' we provide the foundations of scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. We encourage the pupils' to observe, discuss, hypothesise and record through practical activities. We provide the pupils' with experiences from which they can raise their own ideas and investigate through step by step scientific enquiries. We aim for the pupils' to develop confidence in their scientific abilities and encourage them to see the relevance of science in everyday situations and understand the uses and implications of science, today and for the future.

## Design Technology

Design and Technology (DT) is important because it encourages pupils to learn to think and intervene creatively to solve problems both as individuals and as members of a team. Pupils develop technical understanding and making skills, learn about design methods and how designers build functional designs in the real world. It helps to develop their evaluative skills about their own products, existing ones and their designs.

DT is not taught in isolation, although it often requires its own creative approaches, skill set and techniques throughout the design process. Wherever possible the design objective is linked to other areas of the curriculum and gives pupils the opportunities to apply learning from across the curriculum to give their work practical context and apply skills to "real world" problem solving. The pupils will make end products that are functional, for their target audience.

The pupils are introduced to a variety of materials (wood, food, textiles and construction kits) to design, make and modify their work. Within DT lessons, they work within design groups and as individual designers. Pupils master the use of drawings and prototypes to communicate their ideas. Within the DT curriculum, pupils have opportunities to experiment with simple

components, CAD/CAM software, mechanisms and structures. Where possible, through off-site visits, where practical, they will experience Design Technology in a real environment. Children are taught how to use the equipment safely and are encouraged to solve problems through tasks. Health and safety issues are considered and activities are identified which require safe practice.

### Computing

Children at St James' receive an innovative and experiential computing curriculum that equips pupils with the necessary programming, communication and digital literacy skills to understand the changing digital world around them, preparing pupils to use technology in the future workplace. Computing is used as a tool to enrich the school curriculum and children have access to a range of resources and equipment. We aim for pupils to be able to use technology to research, collate, analyse, evaluate, share and exchange information effectively. We encourage them to use technology to solve problems and be able to create, organise, store, manipulate and retrieve digital content independently, confidently and safely. Pupils are taught how computer networks operate and how to design, write and debug their own programs. Pupils are encouraged to be responsible, competent, confident and creative users of information and communication technology. Online safety is an integral part of the computing curriculum and online learning champions are used throughout school to promote the safer use of the internet.

### History

The pupils are given opportunities to gain a coherent knowledge and understanding of Britain's past and that of the wider world. St James' aims to inspire pupils' curiosity to know more about the past, equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils are encouraged to develop their skills of historical enquiry through evaluating a range of sources, including artefacts, photographs and eyewitness accounts. The pupils are helped to develop a chronologically secure knowledge and understanding of British, local and world history. Often the teaching and learning in Key Stage 2 builds upon the people, events and changes of historical periods that were studied in Key Stage 1.

### Geography

Understanding the world we live in, is an important part of the Geography Curriculum. At St James' we begin with teaching children about their immediate surroundings in Early Years. In KS1, pupils are introduced to the wider local area and vocabulary associated with human and physical geography. By the time children leave at the end of KS2, we aim to provide pupils with the skills to form opinions and debate topics. This includes places, people and resources from the diverse natural world and human environments, in order to prepare them for decisions they will make in their lives.

### Music

Music aims to engage and inspire pupils to develop a love of music and their talent as musicians, whilst increasing their self-confidence, creativity and sense of achievement. They will develop a critical engagement with music, allowing them to compose and listen with discrimination to the musical examples from a range of genres. Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, developing their own personal taste for music. This will also include exploring the works of great composers and musicians. Pupils will develop an understanding of how music is created, produced and communicated, using notation and a range of technology to digitally compose. Pupils also have the opportunity to learn a musical instrument and learn to sing.

### Art

Art may be taught discretely or incorporated within in other curriculum areas. We aim to provide a high-quality art and design education that engages, inspires and challenges pupils. It equips children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They are given opportunities to use different media and techniques and to experiment with colour, texture and form.

The pupils are encouraged to appreciate art, to evaluate and analyse creative works using the language of art, craft and design. They are introduced to the work of many artists, craft makers and designers and are supported in developing their understanding of the historical and cultural development of their art-forms.

Pupils are inspired to create finished art pieces of exceptional quality. Sketchbooks are used as part of the artistic process, to record their ideas and learning journey towards their final pieces.

### Modern Foreign Languages – French

As part of the modern foreign language curriculum, pupils at St. James' are taught French and study key aspects of French life and culture throughout Key Stage 2. Learning a foreign language enriches pupils' understanding of the world and fosters pupils' curiosity. Pupils are taught to express their ideas in another language, through speech, reading and in writing. As a school, we aim to enable pupils to make substantial progress in one additional foreign language and thus provide the foundation for further language study. Pupils in KS1 and EYC are also involved with learning about the culture of other countries in preparation for learning a new language.

## Physical Education

The school encourages a positive attitude to sport in its various forms to help the children to develop strong, healthy bodies and we aim to promote lifelong participation of sport through an engaging and inclusive curriculum. The children are taught about the need for safety and the importance of wearing appropriate clothing for exercise. The children will learn how they can lead a healthy lifestyle through sport and healthy eating.

Pre-school children will explore physical movement and development through a range of activities and outdoor play.

During Reception and Key Stage 1, pupils will develop fundamental movement skills and become increasingly competent and confident. They will access a broad range of opportunities to extend their agility, balance and coordination, individually and with others through learning fundamental skills, games and dance.

Throughout Key Stage 2, pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. We will encourage pupils to communicate, collaborate and compete with each other developing characteristics used in sport, such as resilience and teamwork. We aim to develop an understanding of how to improve in different physical activities and sports. Children will learn how to evaluate and recognise their own success, building on prior learning and exploring swimming, adventurous and outdoor activities.

Each year, the school receives additional funding to improve provision of PE and sport. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. The school aims to spend the money on continuing professional development for staff in teaching PE and deliver a wider range of extra-curricular clubs and competitions.

## Religious Education

Religious Education plays a major part in promoting the Christian vision, values and ethos of St James' as expressed in the Mission and Vision Statements. We seek to promote care, respect and understanding through the teaching of RE. It therefore has a strong influence on the overall personal, social, moral and spiritual education of pupils. The school uses the agreed syllabus and Christianity Units produced by the Blackburn Diocesan Board of Education. The syllabus includes Religious Education for other faith units in order to develop knowledge, understanding, respect and tolerance. The school ensures that Religious Education lessons will allow opportunities for children to reflect upon their own thoughts and beliefs, whilst respecting those views of others.

## PSHE

*'You shall love your neighbour as yourself' (Matthew 22 v 39)*

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At St James' Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship or family relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

St James' school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE is outlined:

- Personal, Social and Health Education (PSHE Education) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible and moral citizens.
- Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.
- Health Education is a programme of work about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.
- The Science curriculum covers human reproduction.

PSHE is important because it is a core part of wider work for helping children and young people to understand ways to live that are fulfilling and life giving. High-quality relationships education helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life.

At St James' Church of England Primary School, PSHE is taught as a discrete subject through PSHE lessons but is also embedded throughout our daily life and rooted in Collective Worship and other subjects such as RE, History, Geography, Literacy, Maths and Science, outdoor educational visits, community and charity work. School has a vital role to play in supporting children and adults to be resilient and mentally healthy. Wellbeing is promoted through the curriculum alongside spiritual development.



St James' PSHE programme promotes the spiritual, moral, cultural, mental and physical development of pupils in line with the Church of England's vision for Education 2016:

- educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth; and
- educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.'

Whilst promoting these values, we will ensure that pupils are offered a balanced and contextualised programme of learning by using relevant and local data and school information related to relationships, health, PSHE education to inform planning and address the identified needs of the whole school community. For example, Public Health Data on road traffic accidents, career and life chances and social deprivation.

The curriculum for Health and Relationships Education (HRE) became mandatory from September 2020. This included a section on HRE which makes clear that in primary schools the focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. As per the guidance, St James' has decided not to teach Sex Education beyond the science curriculum.

### **Spiritual, Moral, Social and Cultural Development**

At St. James', SMSC is deeply embedded and as a school we promote pupils' spiritual, moral, social and cultural development. SMSC is promoted not only through all areas of the curriculum, but also through the school vision, ethos, school values and developing positive attitudes. It is particularly evident within Religious Education and PSHE lessons. SMSC gives pupils opportunities to explore ideas such as beliefs, values, understanding right and wrong and appreciating diverse viewpoints. It also gives pupils the opportunities to appreciate the role of Britain's parliamentary system and in turn, understand, respect and celebrate diversity.

We see it as integral part of SMSC, we promote British Values and pupils have the opportunity to explore these across the curriculum. It is our duty to actively 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; values that were first set out by the government in the 'Prevent' strategy in 2011.



## Assessment at St. James'

### The purposes and principles of assessment

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.

### Aims of Assessment

- Monitor and record the outcomes and progress of individuals, groups and cohorts
- Use pupil outcome and progress information to guide teachers' planning, strategies and use of resources and plan interventions
- Inform parents and the Governing Body about progress and pupil outcomes
- Ensure a consistent approach to measure progress towards and against national standards

### Types of Assessment

#### Formative - Assessment for Learning

This is the on-going, day-to-day assessment which is carried out by teachers and is crucial to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all pupils to progress.

#### Summative – Assessment of Learning

Pupils in KS1 and KS2 are assessed periodically. Progress and pupil outcome data is recorded on a tracking system which is updated up to four times during an academic year. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out as set on the yearly assessment timetable. They are used to monitor the performance of individuals, groups and cohorts as well as for identifying gaps and next steps for planning.

#### National/Transitional

At key points through primary school, pupils' are assessed against national expectations.

These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

All pupils, key groups and cohorts are tracked throughout the year and discussed at termly Pupil Progress and Moderation Meetings.

### Roles and Responsibilities

- Governing Body: Monitor whole school pupil outcomes and progress data
- Senior Leadership Team: Hold teaching staff to account for pupil outcomes and progress through the monitoring of assessment data and performance management targets
- Assessment Leader: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support pupils with their learning as directed by class teachers and provide feedback on pupils' learning
- Parents/Carers: Support pupils with home learning

### Assessment Criteria

The standards below indicate where a child has been assessed in Year 1 to 6, in relation to National Expectations at the end of each school year:

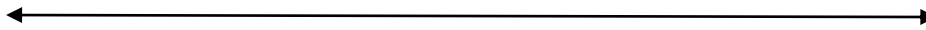
Below – Working below the national Standard (**BS**)  
Working Towards the national Standard (**WTS**)  
Working at the national Standard (**EXS**) or  
Greater Depth Standard – Working above the national Standard (**GDS**)

BS

WTS

EXS

GDS



In Early Years, pupils' progress and achievement are recorded. The information is recorded on an online pupil tracker, which is updated up to four times a year. Progress and assessment data is moderated by the Early Years Leader and Assessment Leader.

Pupils' outcomes and progress will be discussed at Parents Evenings which take place termly during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

### Marking and Feedback

As part of the on-going assessment process, teachers are committed to providing relevant and age appropriate oral and written feedback to pupils.

Effective feedback and marking serves the purpose of valuing pupils' learning, helping identify areas for development or next steps, and evaluating how well the learning has been understood. It should be a process of creating a dialogue with the learner through which feedback can be exchanged and questions asked. It should offer the child specific information on the extent to which they have met the lesson objective and/ or their targets and actively involve the learner in the process. All adults working with children should give feedback appropriate to the children's learning and it should be consistent throughout the school so that pupils have a clear understanding of teacher expectations.

### Principles of marking and feedback

The process of marking and feedback should be a positive, manageable one and should enable pupils to become independent, reflective learners. It is not to find fault, but to help pupils learn. If the work is well matched to the pupils' abilities, then errors that need to be corrected should not be so numerous as to affect their self-esteem. By marking, teachers demonstrate to the pupils that their efforts are valued.

Effective marking and feedback should:

- develop a child's self-confidence and pride in their work through use of praise and encouragement
- be positive, motivating and constructive showing pupils what they do well and give recognition and praise for achievement
- be at the child's level of comprehension
- be written in handwriting that is legible and a model for the child
- allow specific time for the pupils to read, reflect and respond to marking where appropriate
- Focus on areas for improvement and give clear next steps
- Involve pupils (whether oral or written)
- encourage self-assessment and peer assessment and provide an opportunity to reflect on learning
- inform teachers future planning
- feedback should take place throughout the lesson by staff walking the floor (immediate feedback or pupil conferencing is highly effective) or reflective i.e. marked away from the child but before the next lesson in that subject, although this may not always be possible for longer pieces of work

### Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

- **Verbal Feedback/ Pupil Conferencing** – discussion of work directly with the child or group of children. The appropriate marking code should accompany the work as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken, support given and context in which the work was done.
- **Self-Assessment and Evaluation** - pupils are given opportunity to reflect on their own learning, identify progress towards the success criteria/ targets etc and identify areas for improvement.
- **Peer Assessment and Evaluation** - across school, pupils are encouraged to support each other and feedback on others learning and achievement. Pupils should be given the opportunity to work with other pupils to assess and evaluate their own work, and others learning, and to make suggestions for improvements.

For peer and self-assessment to be successful, effective marking and feedback must be first modelled by the teacher and then pupils must be taught how to self and peer assess. The use of **Success Criteria Checklists** are a useful tool to reflect on their own areas of strengths and next steps. The pairing of pupils should be based on ability and trust. In EYFS and KS1, feedback may be given verbally and by the end of the Key Stage, being able to provide effective written feedback ready for Key Stage 2.

- **Written Responses** – There is no expectation for teachers to write lengthy comments or questions for every piece of work. Where questions are used in written feedback, they should allow open responses from the pupils.

- **Open Responses** – Where pupils respond to feedback, prompts given must be open ended and require response e.g. Why does...? What if...? How would you ...? Explain ...? What might ...? Can you...? To explore children’s understanding of the learning taking place, identify misconceptions, and challenge and develop thinking.
- **Reflection time** - Pupils must then be given the opportunity to respond to the written prompt, thus enabling pupils to improve their work further.

### Marking Across the Curriculum

When teaching all areas of the curriculum, staff should aim to ‘**walk the floor**’ so that misconceptions are quickly picked up and addressed. This means feedback has impact within the lesson. When marking, the emphasis should be on both success and areas for development against the learning objective and success criteria.

### **Monitoring**

Members of SLT and Subject Leaders regularly monitor books and samples of work to check for consistent marking and constructive feedback from teachers which ensure that pupils make rapid progress.






### **Appendix 1**

#### **Guidelines for Marking and Feedback:**

Marking and Feedback ensures that feedback to pupils impacts on their learning. It ensures that every piece of work is valued and formative assessment gained through feedback and marking is reliable and informs future planning.

- Positive praise, comments, ticks, smiley faces and dojos can be used to reward good work. Stickers can be used to reward good work but should be given to the pupil rather than stuck in books.
- Basic skills marking takes place across the curriculum to ensure high standards in grammar, spelling and punctuation and presentation.
- All staff should model legible handwriting and correct grammar.
- Staff should mark against the Learning Objective in pink erasable pen.
- When self and peer assessing, pupils use black erasable pens, where appropriate given the child’s ability. Peer assessment may be given verbally in both Key stages, and may often be the most appropriate format in Key Stage 1.
- Comments on pupils’ handwriting and presentation are made as appropriate.
- In KS1 and KS2, it is assumed that all children will be working independently unless stated in the feedback and marking. In EYFS, it is assumed that all children will be working with support from an adult, unless stated that the work is independent indicated by ①
- Unless indicated, verbal feedback is given during lessons.

#### **Marking Codes – These are codes that can be used during marking and feedback**

| <u>Key</u>   | <u>Meaning</u>   |
|--|--|
| <br><br> | <p><b><u>Acknowledging the Learning Objective</u></b><br/>The LO should be acknowledge by placing the symbol next to the LO in the margin at the top of the piece of work.</p> <p>LO achieved</p> <p>LO partially achieved</p> <p>If the LO has not been achieved, a comment may be made in relation to the support required and/ or further examples to help fix the misconception.</p>   |
|   | <p><b><u>Correct answer or positive work</u></b><br/>A tick is used to indicate a correct answer or something in a child’s work that is positive. More than 1 tick can be used for the same aspect of the work if appropriate, for example two ticks next to a particularly effective vocabulary choice.</p>   |
|   | <p><b><u>Wrong Answer</u></b><br/>A cross is used to indicate a wrong answer. Limit use as appropriate upon identifying a deep misconception.</p>  |
|   | <p><b><u>Spelling error/ missing punctuation</u></b><br/>A spelling that is incorrect will be highlighted to the child by underlining the part of the word that is incorrect (e.g. according to the spelling rules). Pupils will be encouraged to engage with this spelling error by using a dictionary to find the correct spelling. A maximum of 3 incorrect spellings can be identified appropriate to the ability/ expected standard of the pupil.</p> |

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|-----|---|
|     | Underlining should also be used to identify where a piece of punctuation may have been missed or used incorrectly in a piece of work.   |
| ^   | <b>Word or phrase omission</b><br>Arrow point to where a word or phrase is missing. Correction could be given.  |
| /// | <b>New paragraph</b>  |
| [ ] | <b>Incoherent/ muddled work</b><br>Square brackets to be placed around a sentence or paragraph to draw attention to a large section of incoherent text that needs intervention or support.  |
| ⓐ   | <b>Support given</b> <ul style="list-style-type: none"> <li>- To be written at the top of the page if the work is guided.</li> <li>- To be written in the margin next to the part of the work where support was given orally or where an adult has intervened substantially.</li> </ul> |

## Appendix 2 Agreement on Peer Assessing

Working with a talk partner, we share ideas and then reflect on our work.

When we work with our partners we agree to:

- Respect our partner's efforts because they have done their best so their work should feel valued.
- Get our partners to talk about what they tried to achieve in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Be kind with comments and look for a way to help our partner achieve the learning objective with more success.
- Be fair to our partner. Try to see how they have tackled the task and only try to improve things that are to do with the learning objective.
- Be honest but positive by telling our partner the good things in their work.
- Try to make our suggestions positive and clear.