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Curriculum Policy: **Learning, Teaching and Assessment**

Policy Reference:	C4
Responsibility:	Curriculum and Standards Committee
Reviewed by:	Anne Mulholland
This Review:	February 2019
Next Review Due:	25 th March 2019
Cycle:	Three Yearly
Ratified by Full Governing Body on:	
Signed:	
Mr Gerard Owens	Chair of Governors

***With Christ as our guide and example we celebrate the uniqueness of the individual.
Together we will try to:
Learn from Jesus;
Love like Jesus;
Live like Jesus.***

Aims and Expectations of the National Curriculum

“The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. “

National Curriculum Aims 2014

Curriculum Aims at St Patrick's Catholic Primary School

Our creative curriculum aims to deliver a meaningful and relevant education that will equip all our children with the skills and learning required to be a successful, confident and responsible member of our Catholic community.

We aim to deliver this through:

- Putting Religious Education at the heart of our school curriculum in order to develop the Catholicism and spirituality of all our pupils
- Building on children's achievements, skills and knowledge in the Early Years Foundation Stage (EYFS)
- Establishing cross-curricular links to foster a broader and deeper understanding and to raise standards in English and Maths within a Mastery Curriculum
- Making learning more meaningful through putting it into context
- Equipping children with skills for life through practical work
- Holding a flexible timetabling approach to make space for true depth of study
- Developing a sense of community and belonging, contributing to our community through direct interaction, visits and making links with local people and organisations
- Providing opportunities for children to broaden their experiences and outlook on life
- Making links to the UNICEF Charter for Children's rights in our curriculum
- Embedding Modern Foreign Language (MFL) through providing appropriate contexts for learning.

When planning the curriculum we will ensure that:

- It celebrates our Catholic tradition and identifies us as a Catholic school
- It caters for the needs all pupils, recognising the needs of pupils with special educational needs and the most able who can achieve mastery with greater depth
- It captures the essential knowledge, key skills and understanding in order for children to meet and exceed their age related expectations through their primary years as identified in the EYFS and National Curriculum.

In particular all pupils will:

- Have planned opportunities to develop their literacy, numeracy and scientific skills
- Have the opportunity to develop their understanding of ICT
- Experience a planned programme of Social, Moral, Cultural and Spiritual Development following the "God Matters" and "In the Beginning" syllabus, supplemented by appropriate additional resources as necessary
- Receive accurate, specific and helpful feedback on their attainment and support in setting next steps for learning in order to ensure depth of learning for all children.
- Learn in an environment that is safe, secure, exciting, stimulating and clean
- Participate in a variety of experiences that enrich the curriculum, for example, trips, residential visits, performances, sports and arts.

In addition pupils with English as an additional language (EAL) are entitled to:

- An assessment of their needs to ensure specific planning by class teachers and support staff.

In addition, pupils with special educational needs (SEN) are entitled to:

- Quality first teaching from their class teacher in the first instance
- An assessment of their needs including pre-national curriculum assessment scales to measure progress, where appropriate
- Adaptation of the curriculum to meet their differing needs
- Individual education plans to support their progress in mastering appropriate skills which are regularly reviewed
- Additional support where possible
- Termly meetings with parents/professionals to review progress and set targets in line with 2014 SEND guidelines

In addition, the most able pupils are entitled to:

- Development of the curriculum to meet their differing needs.
- Tasks which allow for pupils to develop mastery with greater depth

In addition, in the Foundation Stage children are entitled to:

- Access to an environment, both indoors and outdoors, that is stimulating, safe, clean and well equipped
- A curriculum based on the EYFS framework leading to the achievement of early learning goals.

In addition, all children in KS1 and KS2 are entitled to:

- A curriculum which is supported through a range of schemes of work and meets the needs of children in a relevant, flexible and responsive way
- Opportunities to support speaking and listening skills through public speaking, role play and performances
- Regular homework which provides opportunities to rehearse and embed skills
- Opportunities for outdoor learning and residential trips in Years 4 and 6.

How our curriculum is organised

Teachers organise the appropriate National Curriculum objectives from English, Maths, Science, Computing, History, Geography, Art and Design, Design Technology, PE and Music into termly or half termly medium term plans, either by grouping objectives together into broader topic areas or by planning a discrete series of lessons. In addition, RE objectives are taken from "God Matters".

- Teachers plan from the medium term planning on a weekly basis
- Planning is flexible and subject to change at any time in the interests of the children's learning
- Lesson objectives are explicit and recorded in the children's books
- Children's work is recorded in English, Maths, RE, Science and Topic books; in KS2 children's work is also recorded in class MFL books
- Assessment informs future planning and this is regularly recorded by teachers and Learning Support Assistants

What is 'good learning'?

At St Patrick's Catholic Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction in their tasks, based on the school's "Learning Circle"
- Praise is used specifically and in line with a "growth mind-set" culture
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

At St Patrick's Catholic Primary School we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;

- Children and adults demonstrate mutual respect and develop a good rapport with one another
- Children demonstrating respect and consideration for themselves and others modelling Gospel values;
- Children reflecting on how their behaviour affects themselves and others;
- Children working with adults to establish and meet rules and targets for both learning and behaviour, which include collaborative class charters as a Rights Respecting School
- Children supporting, encouraging and praising each other and being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes; working independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;

At St Patrick's Catholic Primary School we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently at a variety of levels, including questions that are part of P4C enquiries;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gaining an appreciation of learning that continues to flourish as they become older.

At St Patrick's Catholic Primary School we believe that children learn best when they are encouraged to become increasingly independent learners;

- Children showing initiative and taking responsibility for their own learning including;
- Independently organising their own learning resources and are quickly able to begin their work;
- Using their individual next steps targets to assess their own work, and those of other children, against the learning outcome and success criteria; thinking of ways to improve their work;
- Having the opportunity to plan and direct their own learning;
- Having access to clearly labelled resources and being able to select and use them with increasing independence;
- Developing their research skills using a variety of resources, including the safe use of ICT;
- Children are increasingly able to manage their own emotions and relationships.

At St Patrick's Catholic Primary School we believe that children learn best when they are appropriately challenged with learning experiences within a context that is relevant to their lives and interests and are motivating and engaging

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being aware of their learning and social targets and know how to work towards achieving them;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

At St Patrick's Catholic Primary School we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children observing the class and school rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;

- Children modelling the Mission Statement of the school independently.

At St Patrick's Catholic Primary School we believe that children learn best when their learning is well structured and delivered;

- Children aware of the learning outcome and success criteria for the lesson and the pace at which they are expected to work at in order to achieve this;
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children knowing what to do, both socially and in their learning, and what is expected of them.

At St Patrick's Catholic Primary School we believe that children learn best when their learning is effectively differentiated

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.
- The learning circle is used to achieve a low entry, high ceiling approach to tasks that ensure that all children can access tasks, whilst providing opportunities for mastery and mastery at greater depth.

At St Patrick's Catholic Primary School we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, social, moral and emotional development within both overarching and explicit provision;

- Children's personal, social, moral and emotional development is supported through the School's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in Social and Emotional Aspects of Learning and Philosophy for Children and learning to apply this in their decision making and actions.
- Children to develop an increasing awareness of the School Mission Statement and Gospel Values in their learning and actively participate in demonstrating these effectively.

What is 'good teaching'?

At St Patrick's Catholic we believe that good teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation which may include split input, peel- away groups and guided sessions;

- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

At St Patrick's Catholic we believe that good teaching is when teachers (and other School staff when applicable) form positive relationships with the children in their class and other members of the school community;

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the School community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;

At St Patrick's Catholic we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;

- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and the Senior Leadership Team, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the Hampshire Phase planning documents which support the delivery of a mastery curriculum
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;

At St Patrick's Catholic we believe that good teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours as outlined in the "Learning Circle"

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;

- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

At St Patrick's Catholic we believe that good teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours during regular pupil progress meetings;
- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Children's work is regularly, diagnostically assessed and children are taught explicitly how to self-assess; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Marking and feedback follow the school colour codes of green for areas of success, orange for areas for development and purple for editing and correction;
- Teachers and senior leaders, have regular pupil progress meetings about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children to develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum and utilising the Hampshire Phase Assessment Systems alongside the Rising Stars assessment tools.
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science, RE and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard or attainment target and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

At St Patrick's Catholic we believe that good teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities; questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations and coaching in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

At St Patrick's Catholic we believe that good teaching is when teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

At St Patrick's Catholic we believe that good teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
 - i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;
 - ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
 - iii. Inviting parents into School at key points during the school year so that they can share their expertise in order to support children with their learning;
 - iv. Liaising regularly with parents and carers in a variety of ways including home/school reading books and communication books where appropriate
 - v. Parents/carers, children and School staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

At St Patrick's Catholic we believe that good teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that support the development of learning; academic, social and emotional. Features of this will include:
 - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - ii. High quality classroom and corridor display with good balance between the celebration of children's work (double mounted) and annotated with the child's name, class group and an explanation of the work and displays that develop children's learning by providing expectation and/or support;
 - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
 - iv. Reading corners which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
 - v. The acknowledgement by School leaders, at all levels, and all staff that communal areas within the School environment such as the cloakrooms, shared area, library and corridors contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
- Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.

At St Patrick's Catholic we believe that good teaching is when teachers demonstrate effective lesson organisation;

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- LSAs are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

At St Patrick's Catholic we believe that good teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;

- Senior leaders, at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, the School Improvement Plan and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
 - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-6 in relation to individual targets set;
 - iii. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the SENCo;
 - iv. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile;
 - v. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
 - vi. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
 - vii. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
 - viii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lesson's success criteria
 - ix. Teachers liaising with the School's Special Educational Needs Co-ordinator in the formulation and implementation of any intervention programme including children's Individual Education Plans (IEPs) and evaluating the impact of these on the children's learning.

At St Patrick's Catholic we believe that good teaching is when teachers use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

At St Patrick's Catholic we believe that good teaching is when teachers use technology effectively in order to support children's learning;

- Senior leaders, at all levels, and teachers use the Rising Stars and Hampshire Phase assessment system to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently, including the use of the DB Primary VLE, mathletics & SPAG.com

At St Patrick's Catholic we believe that good teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding;

- Teachers ask a range of questions based on the "Learning Circle" (comprehension, knowledge, application, analysis, evaluation and creation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

At St Patrick's Catholic we believe that good teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.

- Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:
 - a. School self-evaluation practices;
 - b. The Performance Management Cycle;
 - c. Bespoke whole, group or individual staff Continuing Professional Development
 - d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, learning support assistants.
 - e. Informal support from colleagues at a variety of levels.

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs / Individual Behaviour Plans (IBPs) or Education, Health Care Plans.
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Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment, Record Keeping and Reporting Early Years

- a) Within six weeks upon entry to School, children are assessed using the Exba Early Excellence assessment system to provide baseline data in accordance with HCC guidance.
 - b) Children's standards and achievements in the Foundation Stage are assessed in line with the School's Early Years Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is tracked using "Pro Tracker" used to assess children throughout and at the end of the academic year.
 - c) Observations made by the EYFS team and parents are recorded using "Tapestry" in order to provide an on-going dialogue about children's next steps
 - d) The speech and language needs for all children are assessed using Speech and Language link diagnostic tool.
1. Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to Key Performance Indicators and performance descriptors
 - b) Marking of children's work; against the learning outcome and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
 - c) Formal assessments using the PIRA and GAPS assessment systems for English, including reading and Grammar, Punctuation and Spelling and PUMA for Mathematics every half term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the School's shared network.
 2. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the pupil progress meetings to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
 3. All children in years 1-6 have individual assessment targets both in terms of National Curriculum and within on-going assessment and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders. This information is used by each of these to affect provision and school development.
 4. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Parents Evenings, and within formal written reports in April and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
 5. Summative Assessment - The school's arrangements for formal assessments throughout the year are outlined in the Interim Assessment arrangements. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
 6. Formative Assessment
 - a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
 - Recap of previous knowledge at the start of lessons, including opportunities to answer "orange questions"
 - Adult observation of children's responses to questions;
 - Adult observation of children on task;
 - Use of steps to success against learning;
 - Continuous feedback throughout the lesson;
 - Self and peer assessment;

- Plenary activities;
 - Annotation of planning by class teachers and LSAs
 - Marking linked to learning outcomes and success criteria and giving indicators for improvement of work.
- b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson by use of the “traffic light” system and additional self-assessments will be given additional support.

Monitoring and Review

- The Executive Head Teacher, Head of School and SLT will monitor the effectiveness of this policy throughout the academic year. The Executive Head Teacher, Head of School and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Reference the following policies and appendixes:

Behaviour Policy

Homework Policy

SEN Policy

Early Years Policy

Interim Assessment Timeline

Learning Circle