



All Saints' CE Federation

'Building the bridge to success together with God'



Learning and Teaching Policy

This policy incorporates Assessment, Marking and Feedback and Presentation policies.

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Learning and Teaching Policy

The Governing Body of All Saint's CE Federation adopted this policy on It will be reviewed

Aims and Purposes

Across our school the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. Continued and sustained improvement is dependent upon improving the quality of learning and teaching that is taking place on a daily basis.

Our Christian values of Community, Courage, Forgiveness and Thankfulness underpin every aspect of school life.

As part of the Christian ethos of All Saints' Federation, our vision is that every child is:

Respectful, Independent, Confident, Happy, Enthusiastic and Resilient – RICHER!

All Saints' Federation aims to:

- Unlock the potential in every child
- Develop children with lively, enquiring minds
- Develop children's perseverance and their capacity and passion for learning
- Develop children's ability to communicate and form positive relationships
- Encourage children to value diversity
- Provide rich and varied experiences within an exciting and challenging curriculum.
- Support children to develop healthy lifestyles
- Encourage children to become active, responsible citizens in a rapidly changing world

We expect every teacher to be a good or outstanding teacher – no child deserves less.

By adopting a whole school approach to learning and teaching across our schools, we aim:

- To ensure a shared, clearly understood and articulated vision of learning, thinking and teaching leading to consistency across the federation.
- To provide a rich and varied curriculum and learning environment in which children can develop their skills and abilities to their full potential as effective lifelong learners.
- To enable teachers to teach as effectively as possible, with awareness of current educational research; learning through collaboration and sharing good practice with each other and other schools.
- To provide an inclusive education for all children, recognising and celebrating diversity.
- To enable children to understand their community, developing into reliable, independent and positive citizens with the skills to succeed throughout their lives.

Our core principles for Learning and Teaching

We have high expectations for all at all times by instilling high expectations which give all learners the confidence to succeed.

This includes:

Having a secure and strong subject knowledge and understanding of teaching and learning pedagogy.

- Staff have excellent subject knowledge which effectively supports children's learning by having an accurate understanding of the progression of objectives. This ensures that staff are confident at identifying prior learning steps as well as subsequent steps which ensures that learners are stretched and challenged and that misconceptions are identified and addressed.
- Staff have an excellent knowledge of the age related expectations for the children they teach.
- A range of teaching methods are used which reflect the material to be learned, matching the maturity of the learners and catering for different learning preferences (visual, auditory or kinaesthetic for example).
- Assessment for learning is used effectively to set clear and appropriate learning goals; these are shared with children and make every learning experience count (*see Marking and Feedback and Appendix I – Setting learning objectives*).
- The need for pace in sessions is balanced to maximise learning opportunities, with the need for children to have time to explore, investigate and consolidate their learning.

A creative curriculum is delivered by ensuring that;

- Tasks are planned to engage and challenge children – they are memorable and fun and enable the application of age appropriate basic skills.
- A creative use of a range of learning opportunities are available **within and beyond** the classroom including ICT/computing, use of outdoors, visits and visitors.
- Subjects are brought alive, made 'hands-on' and relevant to learners through developing a passion by stimulating curiosity and setting challenges.
- Termly themes are planned and are chosen to appeal to all learners. They include opportunities for children to follow their own interests and generate their own ideas whilst investigating and exploring.
- A wide range of extra-curricular activities further enhance children's experiences and provide opportunities for the enhancement of skills.

Demonstrating an unwavering commitment to every learner's success, making each child feel included, valued and secure, supporting them to develop a 'can do' attitude.

- Respectful learner-teacher relationships take learners' views and experiences fully into account by building on prior attainment in order to progress learning further.
- Children are encouraged to see themselves as learners: they develop the language of learning and a greater understanding of the learning process.
- Children demonstrate the ability to think systematically, manage information, learn from others and help others to learn.

Raising learners' aspirations and the effort they put into learning so they achieve highly and demonstrate a pride in the work they produce.

- Staff are exemplary role models and advocate an aspirational attitude towards academic and personal achievements.
- They support children to take pride in all aspects of school life and insist on high standards.
- Children develop confidence, resilience, independence, self-discipline and a drive to achieve.
- They demonstrate curiosity, imagination and a willingness to try new things which is supported and developed through focus on the 'Secrets of Success'.

- Children are supported to assess their own work, reflecting on how they learn which informs subsequent planning and practice.

Learning and Teaching – an overview

There are four main strands to learning and teaching in the federation:

- Some whole class teaching
- Guided group work
- Independent or collaborative tasks, set by the teacher
- Independent/collaborative investigation/skills practice

Whole class teaching

This is mainly used for introducing new themes/ideas/provision, phonics, Big Maths/Little Big Maths and areas such as RE, PSHCE and PE. The use and timing of whole class teaching are relative to the age and needs of the children.

- Usually the scene is set: learning is placed in a wider context, linking to prior learning, providing the ‘big picture’, sharing the learning objectives.
- Teachers introduce new information/skills using a variety of multisensory methods/ strategies including:
 - Audio-visual aids eg video clips
 - Diagrams, pictures etc
 - ICT
 - Demonstration
 - Books
 - Effective modelling – ‘Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and children learn by observing.’ [Eggen and Kauchak (2001)]
Teacher modelling should be of a high standard and should provide an excellent example of ‘what a good one looks like’.
 - Scaffolding - scaffolding is a process through which a teacher adds supports for children in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on children’s experiences and knowledge as they are learn new skills. This support is gradually removed as learners become more confident and able to approach their learning independently.

Guided groups (may be referred to as adult focus tasks in Foundation Stage)

Guided groups are used to extend learning for specific groups as well as eradicating misconceptions Teachers plan and carry out guided group work for all abilities in reading, writing and mathematics every week; other areas of the curriculum should also be addressed in this way as appropriate. Children may be grouped according to ability or a particular need at that point in their learning: groupings should be flexible and based around the teacher’s assessments. A guided group:

- Enables the teacher to tailor the teaching to the needs of the group
- Facilitates the teaching and learning of individual children with similar needs through a group activity where the teacher is able to observe and respond to the needs of the group

- Provides the teacher with the opportunity to consolidate, address misconceptions, extend and challenge children
- Encourages the children to be active participants in discussions about their work with opportunities to ask and answer questions
- Builds confidence – everyone in the group is focused on the same objective
- Allows the teacher to give immediate feedback during the task: there is then the opportunity for the child to make improvements and for success to be celebrated and further areas for improvement addressed. This is a very powerful tool in supporting learning and progress and is evident in most lessons.

Teacher directed independent/collaborative tasks

Children need to be able to work independently and collaboratively, practising and applying the skills they have learnt as well as broadening and deepening their learning through new challenges.

Independent Tasks

Independent tasks enable pupils to demonstrate the application of the ‘secrets of success’ and characteristics of learning producing independent work to a high quality, which is to the best of their abilities. Independent work should be celebrated and shared with pupils being rewarded for their efforts, progress and achievements.

Independent tasks;

- Provide children with an opportunity to demonstrate their knowledge, skills and understanding.
- Provide evidence for formative assessment.
- Allow opportunity for the application, practice and consolidation of the English and maths age related expectations.
- Can be used to challenge individuals and move learning on in a specific manner.

Collaborative Tasks

Collaborative learning is an educational approach to teaching and learning that involves groups of children working together to solve a problem, complete a task, or create a product. "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves [Gerlach, 1994]. It is through the talk that learning occurs." Collaborative learning fosters purposeful talk and peer interaction; research shows very positive benefits for raising attainment.

Collaborative tasks;

- Provide opportunities for children to embed and demonstrate the attributes focused on in the ‘secrets of success’ and characteristics of learning.
- Enable children to support and challenge each other through effective questioning and discussion.
- Provide the children with an opportunity to demonstrate their knowledge, skills and understanding in a group situation.
- Provide evidence for formative assessment.
- Allow opportunity for the application, practice and consolidation of the English and maths age related expectations.

Learning environment

The learning environment throughout the federation should stimulate and motivate children, supporting and extending learning. (See *Immersive Learning Environment Policy*.)

Planning our curriculum

We believe that an outstanding curriculum is achieved through creative design and application to ensure it is exciting and relevant, involving both learners and the community. We ensure a progression of skills is in place to equip our children for success in the future. A wide range of enrichment activities such as; regular school visits, visitors and extra-curricular activities further enhance our delivery and support pupils to ensure they are working at the expected standard or above.

Learning through continuous provision (Foundation Stage and KS1)

In KS1 and KS2, areas of provision are used to support and challenge children through enabling them to independently apply the application of taught skills. The classroom environment (and in Foundation Stage this extends to outdoor areas as well) is a key part of the learning and teaching process and should; support, excite, enthuse and challenge learning. There is clear and detailed provision area planning for the Early Years Foundation Stage that enables teachers to create a stimulating environment that will support children's self-initiated learning across the curriculum.

Three principles of effective learning and teaching through provision are:

- playing and exploring - children investigate and experience things, and 'have a go'; they develop greater independence
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Adults in the classroom observe children to assess their learning; model activities and show children how an area could be explored and work alongside children, supporting them and extending their thinking, their language or their knowledge, skills and understanding.

EYFS

In the EYFS, planning is organised around the 2017 statutory framework, comprising the seven inter-linked areas of learning and the characteristics of learning. Staff plan exciting and relevant themes around children's interests.

KS1 and KS2

To bring about successful learning, we structure our planning sequence through three phases:

Long term

- We use the 2014 National Curriculum to map out our termly "themes", ensuring they are exciting and relevant to meet the needs of our children and community.

Medium term

- We develop ideas from the long term plan to motivate and inspire the children to learn, clearly identifying 'hooks' to draw the children in at the start and celebrations of learning to draw the

theme to a conclusion. Our Christian values underpin the planning and we ensure we plan to develop skills in a systematic yet cross-curricular way.

Short term

- Short term plans have clear learning objectives and outcomes understood by the children. They include information about the tasks set, the resources needed, ideas to address different learning styles and evaluation/assessment.

Assessment

RATIONALE

At All Saints' CE Federation we believe that assessment underpins every aspect of learning; we strive to ensure that each pupil achieves their potential in all areas of the curriculum, and that they leave the school as independent, confident learners with the skills and knowledge they will need to continue on their journey in education and later in the wider world.

Therefore pupils need to know, on a regular basis, where they are succeeding in school and what their next steps for development are. Teachers need to know how effective they are in developing their pupils' understanding and skills. Parents/carers have the right to know how well their children are progressing and developing.

AIMS

We aim to provide marking, feedback and dialogue of a consistently high quality to ensure that pupils understand, in detail, the strengths of their work and how to improve it. Effective assessment should be systematic and embedded in learning and teaching to enable all pupils to make excellent progress.

Pupil progress is recorded consistently and systematically and records are used to track pupil progress to identify strengths and areas for development. This information informs our planning. Data is analysed by; class teachers, lead teachers, assistant headteachers and the Head of Achievement. This identifies progress of individuals and groups of pupils and informs areas for improvement and where short term intervention measures may be necessary.

Assessment procedures

Daily:

- Continuous Assessment for Learning (AfL) e.g. questioning, observations, feedback and marking take place both during and after sessions, enabling the teacher to address any misconceptions and move learning on rapidly (*see Marking and Feedback and Appendix II - Questioning*).
- There are frequent opportunities for talk for learning and time spent reviewing key learning points and how these link to prior and future learning (*see Appendix III – Paired Talk*).

Termly:

KS1 and KS2

- Teachers assess children in reading, writing, maths, science (and phonics in KS1) on a termly basis and make a judgement if children are working towards, at or above the expected standard. Evidence is taken from a range of sources including books, observations and discussions with pupils. English and Maths landmarks are used at termly points to ensure that children are assessed accurately and consistently. This data is entered into a whole school data tracking system (O-track) which allows teachers and the School Leadership team to get a clear picture about how much progress pupils are making towards end of year expectations. It also clearly identifies pupils who may require some intervention strategies to be put in place to address underachievement. Foundation subjects are assessed according to subject specific criteria.

EYFS

- Teachers assess children in all areas of the Foundation Stage, from evidence taken from a range of sources including long and short observations, discussions with pupils and work in their writing book (as appropriate during the year). This data is entered into an electronic learning journal [2Simple] which feeds into the whole school data tracking system (O-track). Progress in phonics is

also recorded termly. This again allows teachers and the School Leadership team to get a clear picture about how much progress pupils are making toward the Early Learning Goals. It also clearly identifies pupils who may require some intervention strategies to be put in place to address underachievement.

All teachers meet with members of the Leadership team in Pupil Progress meetings where individual pupils' progress and attainment are analysed and appropriate strategies for improvement suggested.

Yearly:

KS1 and KS2 – statutory assessments which are shared with parents/carers. These assessments are published nationally and comparisons can be made with national and local authority data.

- End of Key Stage One tests in Reading and Mathematics take place in May for children in Year 2. These inform teacher assessments; writing is not tested and is solely assessed by teachers. Outcomes are reported to parents/carers at the end of the Summer term.
- Year 1 national Phonics Screening Test takes place in the Summer term. Outcomes are reported to parents/carers at the end of the Summer term.
- End of Key Stage Two tests in Reading, Mathematics, Spelling, Punctuation and Grammar take place in May for children in Year 6. Teacher assessment is recorded **in addition** to test outcomes but solely for writing.

EYFS

- Assessments are made against the Early Learning Goals at the end of FS2 and this information is shared with parents/carers. **These are statutory assessments and comparisons can be made of summaries of these with local authority and national data.**

GUIDELINES FOR ASSESSMENT

Consistency in standards

- Members of the leadership team monitor assessment records, carry out book and planning scrutinies and pupil interviews, as outlined in the monitoring timetable.
- Subject leaders maintain their subject portfolios to provide evidence of attainment and progress in their subjects.
- Year groups moderate half-termly in Maths and in English after every 'hot write'.
- Class teachers meet termly to moderate judgements made about National Curriculum expectations in reading, writing and maths. Moderation also takes place between our school and neighbouring primary/infant schools to ensure consistency. EYFS staff moderate judgements against Development Matters each term. Moderation also takes place with other schools and settings.

REPORTING

- Each parent/ carer will receive one full written report each year, detailing their child's progress throughout the core curriculum, clearly indicating targets for improvement. In the foundation subjects, teachers will comment on each child's knowledge and understanding, quality of work, attitude to learning and progress, indicating whether they are 'working towards the expected level', 'at the expected level' or 'working at greater depth'.
- Parents/carers of Nursery children will receive an end of year written report, detailing at what age and stage of development in each area of learning their child is at. Parents of children in FS2 will receive a written report at the end of the year based on the EYFS Profile.

- Parent/carer meetings in the Autumn and Spring terms provide an interim opportunity to review progress and share targets.

See also Appendix IV – Use of data in the transfer process.

Marking and Feedback

RATIONALE

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Throughout the federation there is an expectation that teachers will provide good quality feedback both orally and in writing. This is dependent on the subject, task and stage of the child. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Children should be given the opportunity to reflect on feedback and respond where appropriate.

AIMS

The aims of the marking and feedback policy at All Saints' C of E (VC) Federation are:

1. To indicate where children have achieved targets and for the teacher to assess progress against targets and learning objectives.
2. To provide a clear dialogue with the child to indicate where they are in terms of their own learning; how they can move their learning forward and make improvements, setting new targets where appropriate.
3. To involve pupils in their own learning and assessment and to promote higher standards.
4. To correct errors and eradicate misconceptions.
5. To recognise achievement, presentation and effort, in order to promote positive attitudes to learning.
6. To provide constructive feedback.
7. To identify pupils who need additional support/more challenging work and the nature of the support/challenge required.
8. To aid curriculum planning.
9. To give pupils the opportunity to improve speaking and listening skills by giving them specific and focussed opportunities for discussion about their own work or the work of other pupils.

TYPES OF MARKING AND FEEDBACK

Verbal Feedback

Verbal feedback is one of the most effective ways of helping pupils to improve their work. It has to be clear that pupils:

1. Understand what they have done well.
2. Understand how to improve.
3. Make visible signs of progress as a result of the feedback.

Ticks against work indicate correct responses and show what has been done well. The use of key word(s)/ symbols [VF] written by the teacher shows that verbal feedback has been given, and support has been given to the child to make corrections or improvements. Subsequent progress by the child should be seen as the rest of the work is completed.

Correction Marking

- Is done for simple 'right or wrong' surface features or transcriptional errors eg. spellings the child should know (this will differ from child to child and usually 3 key words should be identified, depending on the child), incorrect letter formations, capital letters and full stops (for older children who simply forget), reversal of numbers in maths - often those errors which arise out of forgetfulness.
- Helps to prevent children from reinforcing errors - the errors corrected are things children need to be getting right automatically, so their thinking can be directed to the quality and effectiveness of their writing or their maths work. Have high expectations: if something has been taught or is on the wall, it's perfectly reasonable to expect the child to get it right.
- Correction marking can take a variety of forms, eg marking together as a whole class or children marking each other's books.

This marking needs to be stepped in writing –

Years 1 and 2 – corrections are identified in the margin with the missing punctuation identified and explained.

Year 3 – corrections are made within the work next to where the mistake was made.

Year 4 – corrections can be indicated by a symbol in the margin of the line where the mistake has occurred, it is then the responsibility of the child to find and correct the mistake. However for some children it will be appropriate to continue with the Year 3 method of showing corrections.

Year 5 & 6 – corrections can be written in the margin or at the bottom of the piece of work. For example G will indicate a grammar mistake has been made and the child will need to find the inaccuracy and correct it. Again it may be more appropriate for some children to move to this method of correction depending on their level of progress.

Pupils respond [FS2/Y1] using a blue 'fix it' pencil crayon or [Y2/KS2] a blue 'fix it' pens as it shows children are responding to errors and taking responsibility for improvement.

Quality Marking

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on the learning objective and success criteria and identify improvements needed for the activity.

When Quality Marking teachers:

1. Use pink pen (tickled pink) to highlight examples of where the child has met or exceeded the learning objective/s.
2. Use green pen (growing green) to highlight an aspect(s) of the work which could be improved.

3. Provide a specific and focused 'fix it' task (based on 'growing' aspects) which should help the child to improve their work and extend their learning.

EYFS and KS1 – Pink marking will indicate a ✱ and green marking a wish for the children to respond to.

KS2 – Pink marking will indicate what the children have done well and green will provide a 'fix it' task.

There will be occasions however when response time may need to be longer or issues arising from marking work lead to the need for a whole or part of a lesson to be used. In this case a specific learning objective/s for improvement and drafting will be used as the focus of the lesson.

All responses by children must be acknowledge-marked as this establishes the importance placed upon the quality of both the feedback given and the time taken by the pupil to respond to it.

Characteristics of effective feedback

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. pupils should be given as much help as they need to apply their knowledge effectively. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves, coming up with suitable suggestions for making improvements.
- The quality of dialogue in any feedback is important- verbal feedback is as effective as written feedback.

Self-marking

Pupils should self-evaluate wherever possible. They can follow the same process as staff and look for successes and improvement– using coloured pencils, not highlighters, so that teachers' marking is distinguished from pupils'; they are encouraged to evaluate against their success criteria, identifying examples where they have met the criteria.

Shared marking

This can be work from a pupil in the class or from another class. This is usually done as a modelled example by the class teacher on the IWB. Two pieces of work with the same title can be compared and used as a discussion point. The teacher encourages the children to look for successes (tickled pink) and improvements (growing green) in the piece of work referring to the success criteria.

Paired marking

Is where pupils mark/evaluate each other's work together, looking first at one piece and then at the other. The pupils look for successes (tickled pink) and improvements (growing green) in the piece of work referring to the success criteria. Pupils will be trained to do this through modelling with the whole class, watching paired marking in action. They need to be encouraged to discuss rather than one speak whilst the other listens for long periods of time.

When and How to Mark

- All work will have some indication that it has been 'marked'.
- Responding to a piece of work validates it and care should be taken to respond appropriately.
- Responding to work should be standardised but will differ according to the age/ability of the child and the curriculum area.
- Work needs to be marked before the next session of that subject. This may take the form of corrections or quality marking.

- Marking must be neat – remember to model the school handwriting scheme as teachers are role models.
- Work completed with Supply Teachers will have ‘Supply’ written on and be marked in line with the ‘supply teacher’ guidance.
- Work completed with other members of staff will be initialled.
- The success criteria will be assessed using RAG by the teacher to show that it has been met.

English marking

Cold Write

Completed on blue paper. These pieces of work are marked as a teaching tool for the subsequent unit of work to inform planning. A genre specific checklist is used to identify the features, ticked in pink to demonstrate which elements the pupils have included. Spelling and grammar marking is used however a fix it task is not required. Any areas for development identified on the genre checklist are highlighted in green.

Short Burst Writing

For each new piece of work the children will stick a success criteria sheet at the end of their work. Using coloured crayons they will self-assess, wherever possible, underline and identify where the criteria have been evidenced. When marking pupils’ work, the teacher will provide a RAG assessment for the piece of work and mark the work giving a pink and green comment. Work will be marked using the editing symbols for punctuation, grammar and spelling errors. The green ‘fix it’ comment will reflect the learning in relation to either: the success criteria, the child’s personal areas for improvement or the age related expectations and will require a response. Children should then use blue crayon [Y1 with support] or blue pen [Y2/KS2] to edit and improve their writing.

Hot Write

Completed on yellow paper. Following the task, pupils are to stick in the genre checklist and use coloured crayons to identify where they have met the criteria. Teachers are to complete this checklist when marking and provide development pink and green feedback. Green ‘fix-it’ marking may include rewriting a specific section with greater emphasis on a particular feature. A ‘boxed-off’ section is to be marked for spelling and grammar. Children will respond to any developmental feedback using a blue pencil [Y1] or pen [Y2/KS2] The end of year expectation grids are also to be completed for each hot task.

Guided Reading

Guided reading follow up tasks link closely to the relevant end of year expectations and are marked to enable pupils to understand what they have done well and also how they can improve with a focus on P.E.E. (Point, Evidence, Explanation)

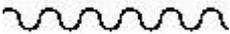
Maths Marking

It is expected that there will be recorded work in books most days or when appropriate depending on the needs of the children. For each new piece of work, the children will stick a success criteria sheet at the top of the page underneath the date. In the session, the children will self-assess using red, amber and green (RAG) against the statements. The teacher will also RAG assess next to the statements. The teacher will mark the work using pink and green. The ‘fix it’ task/comment may include corrections or a short follow-up question or challenge to consolidate or extend children’s learning. Children need to carry out their fix it tasks and also respond to all errors, by correcting in blue pen (blue crayon for Y1). Incorrect answers should not be rubbed out.

Foundation Subjects

Work is marked accordingly. Acknowledgement marking is sometimes appropriate however pieces of writing should be marked in pink and green with reference made to age appropriate expectations. [At least one/two pieces of extended writing is expected in each subject each term]

KS1 Marking Key

Marking Symbol	Meaning
CL	Use capital letters
FS	Use full stops
	Sound out carefully to spell
	Use finger spaces between words
HW	Improve your handwriting
Sp_____ (UNDERLINE INCORRECT SPELLING)	Check your spellings
//	New paragraph needed
^	Something has been missed out
 (UNDERLINE INCORRECT GRAMMAR)	Check your grammar/sense
	Too short! Please write more.

Maths

- ✓ : To indicate correct answer
- . : To indicate incorrect answer
- : Next to an incorrect response to enable children to record another attempt at the answer

KS2 Marking Key

CORRECTIONS SYMBOLS

Marking Symbol	Meaning
Sp	Spelling mistake
G	Grammar mistake
P	Punctuation mistake
CL	Capital letter
FS	Full stop
//	New paragraph
?	Check the sentence
●	Incorrect answer
HW	Check handwriting
/	New line (new speaker)
^	Omitted word
	Finger space

Examples of Success Criteria:-

KS1 English

Date _____

independent/supported

As a writer; to write with a purpose (instructions).

I can use some of the features of instruction writing - title, You Will Need list, numbered instructions etc.	<input type="radio"/>	<p>ALFs</p> <p>Capital Letters - C.L.</p> <p>Finger Spaces</p> <p>Full stops .</p> <p>Handwriting - H/W - good letter formation</p> <p>Spell some tricky words correctly</p> <p>Use phonics for spelling</p> <p>I've read and checked my work.</p>
I have written my instructions in the present tense.	<input type="radio"/>	
I have used adjectives and adverbs in order to add more detail.	<input type="radio"/>	

KS2 English

As a writer - to write a descriptive postcard describing the story setting and events.

DATE: ☺ Have I been successful? ☺	My teacher's opinion
I can write in the first/third person.	
I use a chatty, informal style and select vocabulary effectively.	
I use a range of sentence types to engage the reader.	
Use a range of effective punctuation - semi-colons, dashes, brackets, hyphens and commas.	
Challenge: I include a shift in formality.	

KS1 Maths

As a mathematician - Compare numbers to 100.

independent/supported

Friday 22 nd April ☺ Have I been successful? ☺	Completed	My opinion	My teacher's opinion
Fluency: Use <, > and = symbols to compare 2-digit numbers.		<input type="radio"/>	<input type="radio"/>
Reasoning: Solve true or false questions using knowledge of tens and ones.		<input type="radio"/>	<input type="radio"/>
Problem Solving: Find the missing numbers in a number puzzle which uses the < and > symbols.		<input type="radio"/>	<input type="radio"/>

As a mathematician- to use and apply my learning of algebra and fractions.

Friday 22 nd April ☺ Have I been successful? ☺	Completed	My opinion	My teacher's opinion
FLUENCY: I can identify the value of a given letter or symbol in a simple algebraic equation.			
FLUENCY: I can use algebra to write my own equations to match a given scenario.			
REASONING: I can write a response to a question which includes algebra and explain my understanding.			
PROBLEM SOLVING: I can use and apply my knowledge of algebra to a problem solving task.			

Presentation Policy

Introduction

At All Saints' CE Federation the children are encouraged to work to a high standard and emphasis is placed on setting work out neatly and correctly. Throughout both schools there is continuity and progression in terms of presentation. The basic skills learnt at each stage are built upon and reinforced.

Aims

- ◆ To establish high expectations and pride in everything we do – both of ourselves and of our pupils.
- ◆ To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- ◆ To motivate each individual to present their work in the best possible way.
- ◆ To enable children to recognise work that is presented to a high standard.
- ◆ To ensure each child knows the standard of presentation that is expected of them.
- ◆ To create consistency in standards of presentation across the school.
- ◆ To provide a baseline for judging acceptable standards of presentation.

Expectations for Staff

The staff at All Saints' CE Federation are good role models to our pupils and have high expectations of their own presentation as well as the pupils they teach. Staff are positive and rigorous:

- ◆ The date is written on the board each day and is underlined using a ruler. Joined handwriting is used from Year 2 onwards.
- ◆ Writing on the board and marking in the children's books is written in neat, legible handwriting and models the school handwriting scheme.
- ◆ Work/labels/headings are cut to a suitable size before they are stuck in pupils' books. Publisher logos such as 'Twinkl/Sparklebox' are not evident on worksheets.
- ◆ Staff are responsible for the labelling and naming of the front covers of pupils' books and the appropriate labels are used.

Expectations for Pupils

Handwriting

At All Saints' CE Federation cursive, joined up handwriting is taught. Children are introduced to this style from FS2 and consistent teaching ensures that writing progresses throughout both schools. See the examples below:

Examples of joins

type of fruit _____

colour of the sun _____

like a striped horse _____

you put things in these _____

this keeps you warm _____

good to eat with ice-cream _____

The break letters (letters that aren't joined from) are: g, j, q, x, y, z

- ◆ Handwriting is taught either as a group or whole class discrete lesson from FS2 to Year 4 at least once a week. The skills are then practised during English lessons and theme lessons each day. There is an expectation from Year 2 onwards that pupils will be making good attempts at joining their handwriting.
- ◆ Children will write in pencil; staff are responsible for ensuring that the pencil is sharp.
- ◆ Children who display specific difficulties with handwriting will have these addressed through additional aids such as: slanted writing boards and rubber pencil grips. Individual cases may be referred to the SENDCo where necessary.

English Presentation:

- ◆ Children use lined books. If plain paper is used, line guides will be used.
- ◆ In KS2 the long date is written from the left side of the page and is underlined with a ruler.
- ◆ The learning objective and appropriate success criteria are stuck into the pupil's book underneath the pupils' work.
- ◆ Where mistakes are made, children either use a rubber or draw a neat line using a ruler through the error.

Maths Presentation:

- ◆ From Year 1 onwards children begin to work on squared paper and **each digit in a calculation/equation is written in its own square.**
- ◆ Rulers are used for all underlining and also when carrying out vertical calculations. There is an expectation that tables and graphs will always be drawn using a ruler.
- ◆ The short date is used, for example 29/3/16, and is underlined with a ruler.
- ◆ The learning objective and appropriate success criteria are stuck into pupils' books.
- ◆ Care is taken to line up figures of equal place value in the same columns (e.g. tens, units, decimal points, tenths, hundredths).
- ◆ Fractions are written neatly with the numerator directly above the denominator in the same square.

	$\frac{2}{10}$			2	$\frac{2}{10}$	
--	----------------	--	--	---	----------------	--

- ◆ Vertical calculations are written down the page in neat columns. Space is left between the columns to ensure that the calculations are clear.
- ◆ Calculations involving decimals should see the **decimal point** written on the line between the squares used for the units and tenths digits.

		2	5	•	4	
	+	3	2	•	3	
		5	7	•	7	

- ◆ Where mistakes are made, children either use a rubber or draw a neat line using a ruler through the error. Where a blue pen correction is required, pupils write their answer at the side of the inaccuracy rather than rubbing it out,
- ◆ Calculations/ problems are numbered and then a bracket drawn to separate it from the numbers in a calculation e.g. 1)

Displayed work:

- ◆ Display of writing can take the form of a class book or work on the wall.
- ◆ Any work displayed must be of the highest standard for the individual child.

Outcomes

- ◆ Children of all abilities are able to present their work to the highest possible standard, thus increasing their confidence and self-esteem.
- ◆ There is consistency across the federation in terms of the standard of presentation expected.
- ◆ Progression in presenting work between each year group is evident and understood by all children and adults.

Monitoring and Assessment

- ◆ Teachers assess handwriting and presentation as part of their everyday marking in line with the Marking and Feedback Policy. They use this formative assessment to inform their future planning. Handwriting is assessed and levelled throughout the school when using the end of year expectation writing grids.
- ◆ The Senior Leadership Team will look at examples of children's work to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning.

Appendix I

Setting learning objectives and success criteria

All adult-led class/group sessions have ... clear learning objectives

In KS1

- Learning objectives are shared orally and/or displayed.
- All written learning objectives begin with WALT (We Are Learning To).
- All learning objectives are spoken/written using child friendly language.
- Learning objectives may be clearly differentiated to enable all pupils to access learning.
- When marking children's work, the main focus is on meeting the learning objective. Evidence of meeting the learning objective is recorded. Amount of support and ways forward will also be noted.

In EYFS

- Planning indicates what teachers would expect children to achieve, but it is recognised that activities are cross-curricular, therefore identification of outcomes for children is not always appropriate.
- What the children have achieved is compared against Development Matters statements and next steps are identified.

All adult-led class/group sessions have ... well-planned success criteria

- Within each year group, including throughout the Foundation Stage, a set of success criteria that should ALWAYS be evident in any piece of written work is displayed in the classroom. These are known as ALFs (Always Looking For) and should be referred to throughout the day in any session where children are expected to write.
- All children are clear about how they will achieve the learning objective.

In KS1 and KS2:

- Success criteria are displayed for the children to follow during the session or drawn up with the children.
- Children are encouraged to use the success criteria to self-assess their own or their partner's work.
- Children can be reminded of the success criteria during the session – often the children's work is used to illustrate the success criteria in action.
- Children are encouraged to devise their own success criteria.

Appendix II

Effective Questioning

Purposes of questioning

Questioning is an effective teaching strategy that supports children to reflect on their prior and current learning and develop their understanding of new knowledge and skills; it can encourage children to think creatively and become more independent in their learning. Questioning can:

- *focus attention*
- *create interest*
- *stimulate thinking*
- *find out what children know*
- *invite everyone to engage in discussion*
- *target individuals such as more able children or those who may be more reticent in offering a response*
- *diagnose difficulties & misunderstandings*
- *stimulate curiosity & invite children's questions*
- *get children to explain, predict, reason*
- *help children express what they think, believe or know*
- *help children make learning explicit*
- *help children apply their learning*
- *probe children's understanding*

Questioning forms a significant part of adult-child interaction and research has shown that quality interactions of skilled adults with children enhance their learning; thus quality interaction is a crucial ingredient to support children in making good or outstanding progress.

It is important/helpful to:

- ensure questioning matches the pace/direction of the lesson
- listen carefully to children's answers and respond constructively in order to move learning forward
- use a mix of open and closed questions, skilfully framed, adjusted/scaffolded and targeted to make sure children of all the ability range are included and can contribute
- allow children time to think (telling them they have one or two minutes) and/or have opportunities for paired talk before a response is invited. They then have time to articulate their thinking
- ensure children fully understand the question by asking them to say it back or rephrase it
- extend and deepen understanding by asking follow up questions such as "*What made you think that?*"
- ask children to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head).

When planning, it is important that a range of questions are considered:

Promoting questions:

- set challenges so pupils can apply their ideas and reasoning skills and deepen their understanding
- encourage children to make decisions and follow their own lines of enquiry
- stimulate discussion about different ways/strategies and how effective they are
- foster children's thinking skills – reviewing approaches and considering other strategies they might adopt

Probing questions

- find out how secure a child's knowledge and understanding is
- help children identify any inaccuracies/mistakes and think why they might have made them
- encourage children to review their work/ideas and make improvements
- support children to articulate their ideas and strategies, using suitable terminology
- help children to think with a sharper focus – refining their ideas

Prompting questions

- direct children to the knowledge and skills they have learnt and can apply
- help establish the next step in their learning
- help children use knowledge to derive new skills or facts
- help children understand fully their tasks and decide how to begin
- remind children of alternative strategies/ideas they have met before
- offer other, more simple starting points and give examples of how they might start a task
- create links and stimulate children's thinking

Types of question with some examples

Closed	Simple questions, often requiring a yes/no answer. Usually right or wrong. Used for recall, naming – giving facts. What is...? When did...? Who was ...? Do you feel happy?
Open	Will often require a longer answer, as respondent has to think, reflect, give opinions, feelings, reason, predict etc What do you think..? Why do you think..? How do you know..? What if...?

Appendix III

Paired Talk

We learn
 10% of what we read
 20% of what we hear
 30% of what we see
 50% of what we see and hear
 70% of what we discuss with others
 80% of what we experience
 95% of what we teach to others
 William Glaser (1960s)

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding.

It is partly the reason why we remember so much of what we teach to others

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss

questions and extend thinking **Think/Pair/Share (TPS)** and **Talk To Your Partner (TTYP)** are regular features in all lessons. Children are trained to use appropriate body language when talking to a partner and children understand that their **TALK** is valued as much as their written work.

Good Talk Partners		
Look	Sound	Feel
<ul style="list-style-type: none"> • Sit side by side • Always return the stop signal • TTYP quickly after a question has been asked • Take turns in answering first • Wait while another is talking 	<ul style="list-style-type: none"> • Helpful to each other • Check that they both understand the question • Talk loud enough for each other to hear, though not too loud to interrupt others • Build on what a partner says • Say "We think that..." 	<ul style="list-style-type: none"> • Ready to answer • Safe and secure • Listened to • Interested in what each other has to say

Children are actively involved; they learn to listen to others and respect others' viewpoints.

Appendix IV

Use of data in the transfer procedure

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

From All Saints' Nursery, other nurseries and pre-schools to All Saints' CE Federation:

- Evidence of pupil attainment through Development Matters
- The child's learning journey from their previous setting
- Liaison between pre-school settings and FS2 teachers regarding each individual pupil's needs.

From one year group to another:

- Individual pupil reports for past and current year
- Latest writing and maths books
- Relevant SEND documents (Support Plans/professional reports etc)
- O-track data for reading, writing, maths. Science and phonics as appropriate
- From FS2 to KS1 – a copy of each child's Development Matters statements/ achievement regarding Early Learning Goals and report on learning styles

From All Saints' CE Federation to parallel settings:

- Personal details and assessment data sent by common transfer form
- Current work books
- Reading information regarding book bands
- Individual pupil reports for past and current year
- Relevant SEND documents (Support Plans/professional reports etc)