Shipbourne School

Curriculum, Teaching and Learning Policy

Signed Headteacher	Date: September 2026
Signed Full governing board	Date for Review: September 2027
Template	Bespoke
Version control	

Curriculum Leadership		
English	Maths	Science
Mrs Julie Harvey	Miss Clare Singers	Mrs Alison Holmes
History/Geography	RE	Art and Design
Mrs Julie Harvey	Mrs Terri Daters	Mrs Alison Holmes
Design Technology	PHSE/Wellbeing/MHFA	Modern Foreign Language
Miss Clare Singers	Miss Lisa Atkinson	Mrs Terri Daters
Physical Education	Computing	Music
Miss Rosie Luke	Mrs Terri Daters	Mrs Anri Martis

Learning Platforms and Providers		
Phonics	KS1 Reading	Spelling
Fisher Family Trust – Success for All	Fisher Family Trust – Success for All	Fisher Family Trust – Jungle Club transitioning to Spelling Shed in Year 2.
English	Maths	Science
Power of Reading Lexia (for reading)	White Rose Maths	Curriculum Maestro
History	Geography	Religious Education
Curriculum Maestro	Curriculum Maestro	Kent Agreed Syllabus – RE Today
Art and Design	Design Technology	PHSE/RSE
Curriculum Maestro	Curriculum Maestro	Coram Life Skills
Modern Foreign Language	Physical Education	Computing
Language Angels/Classroom Secrets	PE Passport	Teach Computing
Music	Assembly Songs	Incentives
Model Syllabus - bespoke	Sparkyard	Class Dojo MCAS (Bromcom) records
Times Tables	Interventions	Access to Learning
Times Table Rock Stars	Lightning Squad Reading / Speech Link / Language Link / Reading Eggs/Lexia/Power of Two	Showbie

Mission Statement

Shipbourne School is a family. It is a place of nurture, strength and determination where children can grow, achieve their dreams and embrace their future with the support of those around them. We nurture life-long learners through our carefully designed curriculum, supporting pillars and core values.

Intent

At Shipbourne School we nurture life-long learners who move on to secondary education with secure knowledge, skills and understanding having engaged in a curriculum that is broad, balanced and relevant to their needs, interests and future ambitions.

We believe in providing a rich and engaging curriculum that will nurture a love of learning for every individual in preparation for their future. We understand that people learn effectively in different ways, thus we aim to provide a rich and varied learning environment with a curriculum that enables children and adults to progress and develop key skills whilst building and enhancing core knowledge, thus reaching their full potential

Our children belong to families who are supportive and have high aspirations. Parents are fully involved and are eager to contribute and learn alongside us. Our mixed-age classes further enhance this sense of community and enable children of different ages to learn together in a safe, supportive and collaborative learning environment.

We want our children to be leaders of their own learning: pupils who can communicate confidently and effectively, who ask important questions, know how to find answers, reason competently and have the stamina to reach the end goal without giving up. We ensure that our staff enable this by constructing focused and carefully resourced learning sequences leading to lessons that stimulate and support, as well as providing a safe space to learn and develop; a place where it is necessary to persevere and have the courage to make mistakes so that real learning is guaranteed.

Together we will:

- Develop confidence and promote a love for learning;
- Support learning to help children achieve their best;
- Support each other to achieve our best for the whole school community;
- Enable children to be resourceful, enquiring and independent thinkers;
- Foster children's self-esteem and help them to build positive relationships with other people, so that they can work alone or as part of a team;
- Prepare children for life in modern Britain and beyond;
- Promote British and school values;
- Promote positive relationships and develop children's self-respect and encourage empathy and respect for the ideas, attitudes, values and feelings of others;
- Show respect for other cultures and, in so doing, promote positive attitudes towards other people;
- Provide opportunities for our children to develop a sense of community, both within school and through contributing to the local area and the people in it;
- Help children grow into reliable, independent and positive citizens;
- Help children to acknowledge their successes and share these skills with others;

- Help children to acknowledge their own feelings and those of others, developing the necessary skills to self-regulate effectively.

Implementation

Starting with the National Curriculum, we have carefully designed a whole school learning journey (across a two/three year rolling programme) which ensures that every child moving through our school is able to develop a sense of curiosity about the world around them whilst acquiring broad and balanced knowledge, skills and understanding across all subjects. Each step of the journey is designed to build on previous learning, with links clearly communicated to the children so that they are supported to remember and use what they already know to take their next steps.

Using the whole school curriculum journey, coverage documents are in place for all subjects. These detail key learning and when it will occur across the two/three year rolling programme. These documents also include key progression and vocabulary where appropriate (NB. For Curriculum Maestro subjects this is available online).

We utilise a number of high-quality learning and planning platforms to support our rich curriculum as shown in the table at the top of this policy.

The Role of Teaching Staff

In delivering well-pitched learning and to ensure lessons meet the needs of all pupils, whatever their age and starting points, it is vital that all teachers use the planned curriculum and supporting resources to select the best learning opportunities for their class in every subject. Key knowledge, skills and vocabulary should be made clear throughout all learning and carefully planned assessment must inform next steps and timely intervention.

It is expected that all teaching staff at Shipbourne Primary School consistently meet the eight teaching standards:

- Set high expectations which inspire, motivate and challenge pupils;
- Promote good progress and outcomes by pupils;
- Demonstrate good subject and curriculum knowledge;
- Plan and teach well-structured lessons;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment;
- Manage behaviour effectively to ensure a good and safe learning environment;
- Fulfil wider professional responsibilities.

Teaching assistants will be trained and enabled to support each class teacher to promote the best teaching, learning and assessment opportunities for children.

All staff must ensure that they consistently adhere to the Teaching, Learning and Assessment non-negotiables to ensure that children are happy, make good progress and celebrate their personal success and that of others.

The Role of Governors

Our governors determine, support, monitor and review the school policies on curriculum, teaching and learning. In particular they:

- Support the development of learning by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful learning and teaching;
- Monitor data across the school in line with the SIP to include disadvantaged groups and target areas;
- Monitor the effectiveness of school learning and teaching policies through the school self-review processes;
- Monitor the deep dive process and listen to feedback from subject leaders;
- Meet with a range of school staff to ensure a strong partnership.

The Role of Parents and Carers

We believe that parents have a vital role to play in helping children to learn. We will involve parents by:

- Holding events for parents to visit and learn about the curriculum;
- Publishing plans on our website at the start of each term in which we outline the topics the children will be studying;
- Sending an annual report to parents in which we explain the progress made by their child and indicate how the child can improve further;
- Supporting and showing parents how they can support their children with homework. We suggest, for example, regular shared reading with their children, help with times tables and spelling, and giving support for older children with any maths, project or investigative work;
- Encouraging parents to be involved in school activities whenever possible;
- Inviting parents to class open events, workshops and consultation appointments;
- Providing a regularly updated website;
- Sharing a clear parent agreement policy at the beginning of each year.

The Role of Home Learning

By encouraging children to work on carefully selected activities at home, standards can be raised. However, research suggests that it is not the quantity of homework which is critical to children's progress at school, but the quality of time spent between parent and child on an activity. The involvement of parents is crucial to children's educational achievement. Class teachers will decide what homework is most appropriate each term, with a focus on reading, times tables, spelling, topic-based projects.

Teachers will check weekly that the homework has been completed on time to the appropriate standard, and give feedback where necessary.

Purposes of homework:

- To involve parents in their children's learning;

- Help inform parents of what their children can and cannot do;
- Take advantage of the home context to extend and apply skills learned in school;
- Encourage children to talk about their learning;
- Extend time for learning and provide opportunities for extra practice of skills introduces in school;
- Enhance children's independent learning skills.

Homework should:

- Be clearly explained and expectations and deadlines made clear to both pupils and parents;
- Be relevant and bring school learning into the home;
- Consolidate or extend what is being taught in school;
- Not involve unnecessary workload for staff or parents.

The Role of Remote Learning

Remote learning will be implemented during periods of school closure or if a child is absent from school for a prolonged period of time but otherwise well enough to participate. Learning and timetables will be shared via Microsoft Teams and will include live lessons if the whole class is learning from home. Wellbeing checks will also be made at least once a week.

Assessing Impact

Assessment links teaching and learning. Assessment is a vital part of teaching, enabling the teacher to evaluate the impact of teaching, the children's level of understanding and any misconceptions they may have. Assessment should inform both the teacher and the pupil of next steps in learning. Assessment enables teachers to identify gaps in knowledge and misconceptions that need to be addressed.

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning, of which it is an essential part;
- It involves sharing learning goals with pupils;
- It aims to help pupils to know and to recognise the standards they are aiming for;
- It involves pupils in self-assessment;
- It provides feedback which leads to pupils recognising their next steps and how to take them;
- It is underpinned by confidence that every student can improve;
- It involves both teachers and pupils reviewing and reflecting on assessment data.

(Inside The Black Box 1999 Black and William)

FORMATIVE ASSESSMENT including MARKING AND FEEDBACK

Teachers and support staff continuously assess pupils' engagement, successes and misconceptions in a lesson, offering timely feedback and intervention, and adjusting planning and provision accordingly. Through consistent use of marking and feedback next steps are made clear. Effective verbal feedback will be the prime approach and will include supportive and positive comments to highlight successes, prompts to independently identify and action areas of improvement or guidance to tackle a misconception/correct an error. There is no expectation as to how often written marking should take place and this is left to the discretion of the teacher. However, it is expected that next-steps planning always takes into account children's misconceptions and targets so that progress is evident over time.

Marking and Feedback has the most impact when it occurs whilst the children are actively learning. It should be positive, clear and appropriate in its purpose and must either:

- Support
- Consolidate
- Accelerate
- Challenge

Procedures

- After any feedback, it is expected that progress will be seen;
- When marking across all subject areas, teachers use 'Green for Great' to show success and 'Pink for Think' to show areas for improvement;
- A 'Purple Pen of Progress' will be used for children to make specific and immediate changes through editing and improving their learning. A purple pen will also be used to signal peer assessment or self-assessment carried out by the children;
- A green pen or highlighter will be used to highlight the overall success and specific skills achieved against the learning objective and/or success criteria;
- If a child has not achieved the specific learning question, there must be evidence that extra support has been given to consolidate the learning of that child, either verbally or through an additional task;
- A child friendly marking poster will be displayed in all classrooms so that children know the meaning of symbols and expectations.

Forms of Marking and Feedback

Most effective marking occurs when the work is reviewed together as close as possible to the point of learning/task completion. At all times, the following should be considered when using written marking:

- Can the children read your comments?
- Can the children understand your comments?
- Do you allow them time to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you monitor whether the child is able to transfer your improvement suggestions to another piece of work in a new context?

1. Verbal Feedback:

Verbal feedback is potentially the most effective form of feedback. It is the most natural and frequent feedback experience for children. Teachers' verbal feedback needs to be focused mainly around the learning intention of the task. Feedback can be given to an individual, to a group or to the whole class.

2. Quality Written Marking:

This is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. Quality marking is not expected for every piece of work but should be used on a regular basis when its impact will be most beneficial. With training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved.

The following improvement prompts may be used when adults are using quality marking:

(a) Reminder Prompts

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

(b) Scaffolded Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements.

(c) Example Prompts

This is when children are asked to elaborate their descriptions by giving them models, words or phrases.

3. Acknowledgement Marking:

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

4. Group or Whole Class Marking:

This is where the work is marked together. Learning is the priority, and misconceptions or errors are shared, and immediate corrections made.

5. Personal, emotional-based marking:

Although we need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them, sometimes children need confirmation from the teacher that they are achieving, and this can be fruitful. As a general rule this marking should be as positive as possible. However it may need to include at appropriate occasions carefully worded comments about disappointing performance/presentation with an opportunity given to improve either in the future or by repeating the task.

6. Response Partners:

This is when two children discuss their findings, thoughts, ideas or answers together. It should engage all children in the lesson, develop collaborative and active learning, clarify thoughts, and make it a 'safe to talk' environment. A response partner helps you with your work, tells you the truth about your work, and helps you to make your work better. Paired response can be either verbal or written but expectations should be made clear to all pupils involved.

7. Self and paired marking

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Children should also be involved in using marking ladders and success criteria which they then self or peer assess against, using a range of techniques as modelled by the teacher. Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work.

Stage 1: children identify their success

Stage 2: children identify a step for improvement

Stage 3: children identify their success and make an 'on the spot' improvement.

8. Guidance for spelling

Children are encouraged to develop their vocabulary and experiment using different words. When a child is doing a piece of writing they are encouraged to draw a dotted line under a word that they are not sure of the spelling, therefore not hindering the child's flow of writing. Children are then encouraged to check these words in a dictionary when finished. If they would like a word spelt immediately, they may ask an adult having made an initial attempt themselves. When marking, teachers will use a pink line for words that a child has spelt incorrectly but will only highlight a maximum of 5 words (lower school 3 words). These highlighted words will then be written correctly at the end of or beside the child's work using SP.

SUMMATIVE ASSESSMENT

National Standardised Tests and Assessments

- EYFS Profile and Baseline testing

The Early Years Foundation Stage Profile begins with a baseline assessment of each child. This is followed by ongoing assessments of children's skills and abilities, conducted using Development Matters and the Early Learning Goals and recorded on Tapestry. The profile has the following main purposes:

- To inform the teacher of the child's personal, social and academic capabilities in order that best provision can be made for the development needs of each child;
- To facilitate dialogue between teachers and parents on all aspects of the child's development. This is the beginning of a developing partnership;

- To provide assessment information, and a written report for parents, at the end of the EYFS that can be used to inform planning and provision in Year 1;
- To be the main tool for recording assessments in Year 1 where children have not met the Early Learning Goals at the end of the Reception year.

Assessments to inform the EYFS Profile are the responsibility of each Year R teacher, but all practitioners working in the EYFS contribute to judgements and the maintenance of records throughout the Reception year. Assessments are made by observations of children during child initiated and adult directed tasks. The profile is routinely shared with parents during parents' consultations and open classroom sessions. A written report is generated at the end of the academic year.

- Year One- Phonics screening check: administered in June.
- Year Two- Optional End of Key Stage Assessments in Reading and Mathematics: administered in June; Phonics screening check in June for those who did not reach required standard in Year 1 check.
- Year Four – Multiplication Times Tables Check: administered in June.
- Year Six- End of Key Stage Assessments in Reading, GPS (Grammar, Punctuation and Spelling) Mathematics and Writing: administered in May.

In School Summative Assessment

In-school summative assessments are carried out three times a year during assessment weeks in the following way:

- Year 1- Using tracking and monitoring information and assessment activities in class
- Year 2- NFER papers/past SATs papers
- Year 3- NFER papers
- Year 4- NFER papers; CAT testing
- Year 5- NFER papers; CAT testing
- Year 6- Past SATs papers

If a child is unable to access areas of their current curriculum, the objectives from previous year groups will be taught to bridge the gap. Where a child has an identified specific need, they may be taught from another year's curriculum content. We aspire that 75% of children in each class will be assessed as 'expected' by the end of each academic year with 13% to 25% achieving 'exceeding'. However, each cohort, being so small, can vary and targets are set with prior attainment and ability in mind.

After each set of assessments, a gap analysis is carried out and used to inform future teaching and learning.

Subject Leaders and teachers moderate the judgements made by gathering evidence from a range of sources such as pupil interviews, book scrutinies, observations and summative test results. Any inconsistencies are adjusted prior to Pupil Progress Reviews.

Pupil progress and provision mapping

Pupil Progress Reviews (PPRs) are held at least three times per year: at the start of the year and then after each round of summative assessment and moderation. Children at risk of not meeting year group or SEN targets are identified and provision is adapted accordingly to address gaps and misconceptions. Progress is also a huge area of focus; any pupil not making good progress in relation to their previous year or key stage

is discussed and appropriate provision is put into place. The SENCo attends all PPRs and with the SENCo's support, staff will adapt and revise provision maps for the following term. When children move on to a new class or when a new teacher starts, meetings are held to ensure that the needs of every child are understood and met.

Reporting to Parents and Parent Consultations

Parents will receive at least two face to face reviews in the Winter and Spring Terms as well as an end of year written report in July. Open classroom events will also allow for learning to be seen and dscussed. The reports and consultations are descriptive and give specific areas of success and development alongside assessment results. When appropriate, resources will be shared with parents to further support their child at home with their specific areas of need.

Our Curriculum

Big ideas

(Cornerstones Curriculum Maestro – a resource which underpins our foundation curriculum)

Humankind

Understanding what it means to be human and how human behaviour has shaped the world.

Investigation

Understanding the importance of investigation and how this has led to significant change in the world.

Processes

Understanding the many dynamic and physical processes that shape the world.

Materials

Understanding the properties of all matter, living and non-living.

Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.

Nature

Understanding the complexities of the plant and animal species that inhabit the world.

Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.

Comparison

Understanding how and why things are the same or different.

Change

Understanding why and how things have changed over time.

Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.

☆ General principles

Our curriculum will give children the opportunity to:

- be ready to learn and stay focused, showing positive respect for each other and recognising boundaries;
- learn within a coherent and progressive framework;
- explore the breadth and depth of the national curriculum developing a rich and deep subject knowledge;
- develop new skills through a variety of interesting contexts;
- understand the purpose and value of their learning and see its relevance to their past, present and future;
- experience the challenge and enjoyment of learning;
- see clear links between different aspects of their learning;
- acquire the necessary skills and resilience to be independent learners applying learning with mastery and Precision;
- feel a sense of belonging to the local and wider world, whilst becoming proactive in how to look after it and each other;
- understand how to ensure a healthy mind and body.

Purpose

Regardless of their starting points and need, we are passionate that all our children leave the school with the ability, readiness and desire to learn more so that they can be the best version of themselves.

SMSC/FBV

Our curriculum will give children the:

- Social - use a range of social skills to communicate sensitively with each other, thus strengthening the school and wider community;
- Democracy - be part of a system where everyone plays an important and equal part;
- Individual liberty - be free to express views or ideas;
- Tolerance and respect - respect and tolerate the opinions or behaviour of others;
- Spiritual - explore beliefs, faiths, feelings and values; enjoy learning about oneself, others and the World;
- Moral - recognise right and wrong and respect the law; understand consequences; investigate moral issues and offer reasoned views;
- Cultural - appreciate cultural influences; appreciate the role of Britain's parliamentary system; Embrace culture opportunities; understand, accept, respect and celebrate diversity.

Purpose
The United Kingdom is a diverse country but many of our children come from a similar demographic. By carefully providing experiences beyond their local community, we will ready them to be tolerant citizens of the future.

✔ Well-being

Our curriculum will give children the opportunity to:

- develop self-esteem and confidence in their abilities;
- build respectful friendships;
- learn in a peaceful and supportive environment;
- learn how to respect themselves and others;
- follow their own interests and be themselves;
- reflect and think mindfully about their learning;
- recognise that people are good at different things;
- work in a range of groups and settings.

Purpose
We recognise that without secure relationships and safe spaces, children will not thrive and learn. The whole of our community is invested in promoting positive wellbeing and providing support where required. We strive to promote positive relationships and effective behaviour for learning by:

- Encouraging a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place;
- Nurturing positive caring attitudes where achievement at all levels is acknowledged and valued;
- Providing a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to positive relationships and exemplary behaviour throughout our school;
- Giving children the tools to recognise, regulate and take responsibility for their own behaviour choices.

Pupil Voice

Our curriculum will give children the opportunity to:

- make a positive contribution to the school and local community;
- make choices about things that are important to them;
- contribute to planning their own learning;
- express their opinions on a range of different topics and issues.

Purpose

The pupils in our school are central to all we do. All decisions are made with their interests, needs and welfare in mind.

Pedagogy

Our curriculum will be taught through a pedagogy that:

- excites, promotes and sustains children's interest;
- enables and fosters children's natural curiosity;
- promotes problem solving, creativity and communication;
- enables children to reflect on and evaluate their learning;
- makes links to all relevant prior learning;
- ensures that what is taught can also be remembered and applied;
- provides accurate and consistent modelling by each adult.

Purpose

Through continuous professional development and research focused reading, we ensure staff are able to meet the needs of all our children. We are reflective practitioners who use targeted monitoring and honest conversations to successfully drive the school forwards.

Enrichment

We will enrich our curriculum by:

- providing on and off-site subject or topic related activities;
- offering opportunities for children to learn outdoors;
- welcoming parents and carers to take part in children's learning and experiences;
- using quality resources in and out of the classroom;
- developing partnerships with external providers that extend children's opportunities for learning.

Purpose

Our children thrive when the curriculum is as rich as possible and when faced with new experiences. We will always think carefully about how to ensure this when evolving our curriculum plans.

TEACHING AND LEARNING NON-NEGOTIABLES

Lesson Planning

At Shipbourne Primary School we expect that:

- All teachers follow their long term curriculum maps to ensure that there is broad and balanced curriculum coverage, adapting them as appropriate to meet the needs of the class;
- All teachers create, follow and adapt medium term plans in all subjects, including the use of Curriculum Maestro, the Kent Agreed Syllabus for RE, the DFE Model Curriculum for Music and progression mapping to ensure that all elements of the curriculum are taught, consolidated and assessed at the right stage of a child's time with us;
- All teachers create weekly timetables including all subjects;
- All teachers create lesson presentations that include learning objectives, teacher led modelling and explanations, group and partner discussion independent activities, challenge for all levels, key vocabulary, key questions and opportunities for reasoning, explanation and application;
- Online learning platforms as agreed by the school are used effectively;
- Relevant plans are discussed with TAs at the beginning of each week so that TAs have a clear understanding of how to best support teaching and learning in the classroom;
- Provision plans are regularly reviewed, updated and shared between key staff;
- All planning is uploaded to Staff Share by the beginning of each term and week as appropriate.

Teaching and Learning

At Shipbourne Primary School we expect that:

- Lessons start promptly. Teachers are well prepared, welcoming and have provided learning opportunities for the children to engage with immediately so that no unnecessary time is wasted during transitions;
- The learning objective is shared with the children during the lesson and will be clearly shown in books;
- Success Criteria or Steps to Success are available and differentiated by age and ability to enable all children to achieve the lesson's objective(s). These will be placed in books or displayed during the lesson and discussed to ensure complete understanding. At times, it will also be beneficial to create these criteria with the children;
- Examples of 'What a good one looks like' will be provided so children understand what is expected;
- Knowledge organisers will be developed and shared regularly with the children;
- All activities will be modelled appropriately so that the children have the tools to achieve;
- Relevant, challenging vocabulary is explicitly taught and modelled in every lesson;
- Lessons are engaging and promote purposeful discussion, in groups and with talk partners, to consolidate thinking and extend vocabulary during each lesson;
- Questioning is used in every lesson to develop critical thinking and to assess learning;
- All lessons have effective pace so that every child achieves to their full potential;

- All lessons provide opportunities for children to independently consolidate and extend their learning. Teacher talk is focused and purposeful;
- Plenaries are used throughout the lesson to review, consolidate, extend and celebrate Assessment for learning underpins all levels of support and challenge within a lesson and within all sequences of lessons.
- Teachers use assessment frameworks carefully to ensure that all children are ready for statutory assessment;
- All children make progress towards their objective or personal targets in every lesson;
- KS2 children are able to talk confidently about their own personal targets and this should be recorded in the class teacher's preferred way.

Feedback

At Shipbourne Primary School we expect that:

- All books are looked at after the lesson, with appropriate feedback given, to ensure that assessment for learning takes place.
- All staff consistently follow the school's feedback policy, procedures and agreed marking codes;
- Feedback relates to the learning objectives, key questions and success criteria shared with the children and/or their own personal targets;
- Verbal feedback is the primary approach and is consistently delivered to pupils 1:1 and in groups to ensure that children have every opportunity to achieve their LO and/or personal learning targets within each lesson;
- Feedback aims to be 'live' within the lesson where appropriate, to ensure progress is maximised;
- Feedback is manageable for teachers and accessible to all pupils in the school – it gives opportunities to discuss and reflect on their learning, with clear strategies for improvement;
- Any written feedback is neat and joined, in line with our high pupil expectations;
- The impact of feedback is clearly evidenced in books e.g. through the use of purple and learning progress;
- Children have opportunities to self-assess and peer assess regularly;
- Feedback is seen by the pupils as a positive in improving their learning and has a positive impact on children's learning and progress.

Environments

At Shipbourne Primary School we expect that all classrooms:

- Provide a safe, calming and nurturing space with limited furniture, clutter free work tops, appropriate sized carpet space and neutrally backed display boards;
- Promote the School Values and British Values, where appropriate;
- Promote a growth mind set through display and dialogue;
- Be fully inclusive and cater for the needs of individual children as appropriate;
- Have a cosy and comfortable book corner to inspire a love of reading;

- Include working walls for English and Maths and themed displays for current projects and retrieval purposes, including key words and technical vocabulary for all curriculum areas;
- Celebrate successful work, with a focus on writing for different purposes across the curriculum;
- Have clearly organised and labelled resources to increase children's independence;
- Display a visual timetable;
- Display a number line (appropriate to year group) and a cursive alphabet;
- Provide individual visual timetables and learning prompts for those who require them;
- Have tidy cloakroom spaces;
- Give ownership to pupils for keeping areas tidy.

Presentation

At Shipbourne Primary School we expect that:

- All staff follow the handwriting policy
- All staff ensure that pupils follow the presentation agreement consistently;
- All learning is of the highest standard in all areas of the curriculum – writing should be as high quality in Science (for example) as it is in English;
- Rulers are used for diagrams, tables, charts, graphs, underlining dates, titles and margins;
- There are no doodles on or in books;
- Erasers are not used unless for final publications - children cross out mistakes with a pencil and a ruler so that the learning process is evident;
- Green and pink pens are used for marking;
- Purple pens are used for children's self-editing and assessment.

Working walls

- Each classroom supports learning through the use of a working wall for English and a Learning Journey for Mathematics. Working walls/Learning Journeys are, by definition, a work in progress.
- A working wall/Learning Journey should:
- Support children's learning towards curricular targets;
- Model the learning process and learning steps;
- Include key vocabulary and definitions;
- Include modelled examples of learning;
- Display useful prompts and reminders ;
- Support learning by acting as a reference point for independent learning and self-assessment;
- Be added to by both adults and pupils;
- Reflect ideas and strategies from the week.
- Be up-to-date with clear and relevant progression through the most recent learning journey

Marking Code

Highlight/ pen	For 'great'
Highlight / pen	For 'think'
Purple Pen	Pupil editing
Highlight	You have achieved the success criteria
I or CT/TA	Independent work or Class Teacher/TA supported.
sp or teacher writes word correctly	Spelling correction (copy three times at bottom of page or in back of book- no more than 3 for Foundation/KS1; no more than 5 for KS2).
	Finger spaces between words.
☺ or hp	Reward for good effort.
ST	Supply Teacher

Maths Marking Code

✓	Correct (teacher marking)
Highlight/ pen	Correct (teacher marking)
Highlight / pen	Error (teacher marking)
Purple Pen ✓	Pupil marking own work / peer marking
	Showing reasoning / pupil thinking & explanation
I or CT/TA	Independent work or Class Teacher/TA supported.
Highlight	You have achieved the success criteria
☺ or hp	Reward for good effort.
ST	Supply Teacher

Shipbourne School

Presentation Agreement

Maths

- All Maths work to be completed in pencil
- A 2 square wide margin to be drawn on the left hand side of the page (KS2)
- Short date to be written and underlined on the left hand side of the page
- Learning objective to be written or the lesson sticker placed carefully under the date on the next line
- All calculations to be numbered and completed on a new line
- Any learning stuck into books to be trimmed and stuck neatly
- After a piece of work is completed, draw a neat line before starting the next piece, or move onto the next page
- All marking to be written cursively and initialled by the person completing it

English

- Only children awarded with a pen license based on in class assessment to write in pen
- Long date to be written and underlined on the left hand side of the page
- Learning objective to be written and underlined or the lesson sticker placed carefully under the date on the next line
- All Learning objectives to be spelt correctly- non negotiable
- Any learning stuck into books to be trimmed and stuck neatly
- Pencil to be used for any diagrams or tables
- After a piece of work is completed, begin the next piece of learning on a new page

All marking to be written cursively and initialled by the person completing