

# Shipbourne School



## Teaching, Learning and Assessment Policy May 2019

### Introduction

At Shipbourne Primary School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through learning we equip children with the skills, knowledge and understanding to be able to make informed choices about the important things in their lives and preparing them for the future in an ever changing world.

### Aims and Objectives

We believe that people learn effectively in different ways. At our school we aim to provide a rich and varied learning environment that allows children and adults to develop their skills and abilities to their full potential.

### **Through our teaching we aim to:**

- Enable children to become confident, resourceful, enquiring and independent thinkers and learners;
- 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;
- Promote British and school values;
- Prepare children for life in modern Britain and beyond;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for other cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community, find ways to contribute to the community, and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens;
- Help children to acknowledge their successes and share these skills with others.

### **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow children to learn in a variety of ways. The psychologist Howard Gardner

identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and intrapersonal/reflective. These are taken into account when planning for learning.

We offer opportunities for children to learn in different ways which include:

- group work
- paired work
- independent work
- whole class work
- investigation and problem solving
- research and finding out
- question work
- use of ICT
- fieldwork and visits to places of educational interest
- creative thinking
- reflection
- formal and informal opportunities to interact
- debates, role play and oral presentations
- designing and making things
- participation in athletic or physical activity

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn and appreciate excellence in all its diversity, what helps them learn and what makes it difficult for them to learn.

### **The Role of Teaching Staff**

As stated in the Teaching Standards: a Teacher's role is to make the education of their pupils their first concern. They must be accountable for achieving the highest possible standards in work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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

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

The Teaching Assistant role is to fully support the Class Teacher in their role to promote the best teaching learning and assessment opportunities for pupils.

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 success.

### **The role of the governors**

Our governors determine, support, monitor and review the school policies on learning and teaching. 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.

### **The role of the parents/carers**

We believe that parents have a fundamental 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 at the start of each term in which we outline the topics the children will be studying;
- Sending a mid-year review and annual report to parents in which we explain the progress made by their child and indicate how the child can improve further;
- Explaining to 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 support for older children with their projects and investigative work;
- Encouraging parents to be involved in school activities whenever possible;
- Providing a regularly updated website.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance and promptness possible;
- Ensure that their child is equipped for school with the labelled and correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform the school if there are matters outside school that are likely to affect a child's performance or behaviour in school;
- Promote a positive attitude towards the school and learning in general;
- Trusting teacher judgement and providing support for school decisions where possible;
- Fulfil the requirements set out in the home/school agreement including homework.

## **TEACHING AND LEARNING NON-NEGOTIABLES**

### Lesson Planning

#### ***At Shipbourne Primary School we expect that:***

- All teachers follow their long term curriculum maps to ensure 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 use of Progression Documents 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;
- Weekly plans for maths and English that include learning objectives, teacher led activity, independent activities, use of TA, challenge for all levels, key vocabulary, key questions and reasoning activities (Maths)
- Relevant plans are printed and given to 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;
- All planning is uploaded to KLZ Sharepoint by the beginning of each term and week as appropriate.

### Teaching, Learning and Assessment

#### ***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 transition;
- The learning objective (WALT) is shared with the children at some point 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. These will generally be placed in books during the lesson;
- KS2 children should be able to talk confidently about their own personal targets and this should be recorded in the CT's preferred way;
- All activities are modelled appropriately so that the children have the tools to achieve;
- Relevant, challenging vocabulary is explicitly taught and modelled in every lesson;
- Questioning is used in every lesson to develop critical thinking and to assess learning;
- Lessons are engaging and promote purposeful discussion in groups and with talk partners;
- 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;
- All children get the opportunity to engage in high level talk to consolidate their thinking and extend their vocabulary during each lesson;
- Assessment for learning underpins all levels of support and challenge within a lesson and all within all sequences of lessons;
- All children are expected to make progress towards their objective or personal targets in every lesson;
- Plenaries are used throughout the lesson to review, consolidate, extend and celebrate learning;
- All books are looked at after the lesson, with appropriate feedback given, to ensure that AFL takes place.

## Feedback

### ***At Shipbourne Primary School we expect that:***

- All staff follow Shipbourne Primary School's feedback policy, procedures and marking code consistently (see Appendix A);
- Feedback is manageable for teachers and accessible to all pupils in the school;
- Feedback provides consistency and continuity throughout the school so that children have a clear understanding of teacher expectations;
- Our feedback expectations are consistently followed by all teachers, TAs and supply teachers across the school;
- Feedback relates to the learning questions and success criteria shared with the children and/or their own personal targets;
- Feedback gives pupils opportunities to discuss and reflect on their learning, with clear strategies for improvement;
- 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;
- The impact of verbal feedback is clearly evidenced in books;
- Children have opportunities to self-assess and peer assess regularly;
- Any written feedback is neat and cursive, in line with our high pupil expectations;
- Feedback is seen by the pupils as a positive in improving their learning;
- All feedback 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 (See Appendix B), the School Standards (See Appendix C) and the British Values;
- 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 (See Appendix D);
- Include an English working wall and a Learning Journey for Maths (See Appendix E);
- Include a display for Science and Topic (See Appendix F);
- Display key words and technical vocabulary for all curriculum areas;
- Celebrate beautiful 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;
- Include a phoneme poster to support with spelling.

### **Working walls/Learning Journey**

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.

#### **Presentation**

##### ***At Shipbourne Primary School we expect that:***

- All staff follow the handwriting policy (See Appendix G);
- All staff ensure that pupils follow the presentation agreement consistently (see Appendix H);
- 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.

## **SUMMATIVE ASSESSMENT**

### **Early Years Foundation Stage Profile**

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. 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.

### **In School Summative Assessment**

In-school summative assessments are carried out 3 x a year during assessment weeks.

Summative assessments take place in the following way:

EYFS- Moderation of profiles

Year 1- Using tracking and monitoring information and assessment activities in class

Year 2- Past SATs papers

Year 3- NFER papers

Year 4- NFER papers

Year 5- NFER papers

Year 6- Past SATs papers

At the start of each year group, every child will be assessed as 'Emerging' as they have yet to be taught that year group's curriculum content. If the children are unable to access areas of their current curriculum, the objectives from previous year groups will be taught to bridge the gap. It is expected that 85% of children in each class will be assessed as 'expected' by the end of each academic year with 25% achieving 'greater depth' but each cohort, being so small, can vary and targets are set with prior attainment and ability in mind..

After each set 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.

### **National Standardised Tests and Assessments**

Year One- Phonics screening check. Administered in June.

Year Two- SATs Assessments including Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics. Administered in May.

Year Six- SATs Assessments including Reading, GPS (Grammar, Punctuation and Spelling) Mathematics and Science Sampling. Administered in SATs week in May.

### **Pupil progress and provision mapping**

Pupil Progress Reviews (PPRs) are held at least four times per year, after each round of summative assessments and moderation. Children at risk of not meeting year group expectations 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 then has an additional meeting with the CT and TA to adapt and revise the provision map 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 a mid-term review once a year (March) as well as an end of year report (July). Consultations occur twice per year. The reports and consultations are descriptive and give specific areas of success and development. When appropriate, resources will be shared with parents to further support their child at home with their specific areas of need. Assessment judgments will only be shared at the end of the year, once the whole curriculum has been taught.

### **Monitoring and review**

This policy will be monitored by the Governing Board, who will always take due note of the guidance provided by the Local Education Authority.

The policy will be reviewed every two years, or earlier in the light of any changed circumstances.

## **Appendices**

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Appendix A- Feedback Procedures and Code

Appendix B- School Learning Values

Appendix C- School Standards

Appendix D- - Book Corner Examples

Appendix E- Working Wall Examples

Appendix F- Display Examples

Appendix G- Handwriting Policy

Appendix H- Presentation Agreement

Appendix I- Assessment Arrangements

## Appendix A



# **Marking and Feedback Policy**

## **Nurturing life-long learners**

Shipbourne School is a family. It is a place of nurture and understanding, strength and resolve where children can achieve their dreams, and conquer their fears, with the support of those about them.

Our aim is to offer a broad and varied curriculum in a happy environment which fosters cheerful, well-motivated and interested children who have not only confidence in their own ability, but also a considerate awareness of their peers.

We endeavour:

- to provide a sound educational foundation relevant to our technological society.
- to create in each child a thirst for knowledge, a joy in learning and a sense of achievement across the curriculum.
- to inspire children to have ambition to succeed in the skills of literacy and numeracy and to stimulate their curiosity and imagination in all areas of the curriculum.

### **Rationale**

This policy reflects the school's values and philosophy in relation to giving children feedback about and marking their written work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school, practice is consistent and in line with the policies on Teaching and Learning, Positive Behaviour, SEND and our Single Equality Scheme.

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.

### **PURPOSE OF MARKING AND FEEDBACK**

**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)**

### **Audience**

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

### **Aims**

This policy will help pupils to:

- Recognise and celebrate a wide range of achievements;
- Identify their strengths and areas for reinforcement and development;
- Take responsibility for, and make informed judgements about, their learning;
- Understand how to improve their work in order to achieve the learning objective;
- Compile a record of their personal achievements.

This policy will help teachers to:

- Be aware of their pupils' achievements in order to guide their future learning;
- Evaluate the effectiveness of teaching strategies and materials in their curriculum planning;

This policy will help the school to:

- Make informed judgements relating to the way the school's curriculum, including the National Curriculum, is planned and resourced;
- Communicate pupils' achievements effectively to parents, governors and other stakeholders.

### **Through ongoing and accurate feedback we aim:**

- To raise standards;
- To ensure whole school consistency of feedback and marking;
- To ensure that feedback is effective and that work is quality marked;
- To assess where the pupil is and to move him/her on to the next step in learning;
- To actively involve the children in their learning;
- To give children the skills to evaluate their own work;
- To raise pupil self-esteem and celebrate success;
- To ensure a manageable system enabling focus on particular groups;
- To inform parents.

Marking is a waste of time if it has no impact. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking as INTERVENTION MARKING. The teacher steps in to support, consolidate, accelerate or challenge. Feedback has the most impact when it occurs whilst the children are actively learning.

Intervention should be a continuous process of formative assessment:

- 1 – Marking can intervene to SUPPORT
- 2 – Marking can intervene to CONSOLIDATE
- 3 – Marking can intervene to ACCELERATE
- 4 – Marking can intervene to CHALLENGE

In this way, children are not doing ten questions which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided.

### **Intervene to support**

Aids should be available in the classroom. Intervention verbal and next step feedback might suggest:

*"Good try. Use a number line to help you"*

*"It will be easier if you wrote the numbers in the squares like this (example)"*

### **Intervene to consolidate**

This is more than 'Do another ten questions' but where the child may need a few more examples before they can move on. The examples are tailored to the errors a child has previously made, after guidance has been given.

*"Well done. Now try these questions, and don't forget the apostrophes!"*

### **Intervene to Accelerate**

With clear differentiation there will be tiered activities offering appropriate levels of difficulty. Next step intervention feedback can simply move the child on to the appropriate level. A higher level of task should be available for the more able. The comment might be: *"Great! You can do it! Now have a go at the word problems."*

### **Intervene to Challenge**

This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice. For example,

*"Super! How much change would you have if you spent twice as much?"*

*"Fantastic, now think of a real-life situation where you would need to do this sum?"*

## **Feedback Procedures**

- 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 highlighter will be used to highlight the overall success against the learning objective.
- A green highlighter will be used to highlight the specific skills that the children have used in their writing, relating to the successful achievement of the learning objective.
- Verbal feedback will be the prime approach to ensure immediate and purposeful impact.
- Effective verbal feedback will include supportive and positive comments to highlight successes, related to the learning objective and success criteria.
- Effective verbal feedback will question children to see if they can identify areas of improvement to reflect and respond to, relating to the learning objective and success criteria. This can be more guided if the child is struggling to self-reflect.
- Specific verbal feedback comments will be signalled using 'VF' and will give a short-hand comment to signal what has been discussed. The children will then reflect on this discussion, and impact from this point should be evident in their learning.
- 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.
- Teaching assistants and supply teachers mark according to the policy.
- A child friendly marking poster will be displayed in all classrooms so that children know the meaning of symbols and colours used in their marked work.

## **Marking for Improvement**

When marking, staff may see learning that requires further support, consolidation or opportunities for challenge. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Specific tasks or areas of focus should be given to

the children, with them being given time to read, reflect and respond to the feedback shared with them. Teachers must then tick, initial and date the child's response, to value their efforts.

### **Peer Assessment**

Peer assessment is a valuable tool used to improve learning; it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided.

### **Self-Assessment**

Peer assessment helps develop self-assessment, which promotes independence and ownership of the children's own learning, assessing their own successes and thinking about how to improve further. This may be in the form of a success criteria checklist or a written comment to evaluate their own learning and progress within the lesson.

Children will only develop skills for peer assessment and self-assessment if good practice is modelled regularly by the class teacher and when success criteria are clearly constructed and communicated.

**Over time, all these strategies, as well as others, will be used to evaluate pupil understanding and identify gaps or misconceptions**

## **TYPES OF MARKING AND FEEDBACK**

The different forms of marking that take place at Shipbourne School may vary subject to the age of the pupil and the task at hand but will always aim to **Support, Consolidate, and Accelerate** or **Challenge** the individual pupil.

These forms include:

### **1. Oral Feedback:**

Oral feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children.

Teachers' oral feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work, the task will be annotated **VF** (verbal feedback) and also contain brief notes on the discussion/ advice given. Immediate action taken by the children will be completed in purple pen to show progress.

### **2. Distance Marking:**

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, the following should be considered:

- 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?

### **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. Closed Exercise 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:**

These comments should be written at the teacher's discretion. Some children, especially those with special needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. We need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them. As a general rule this marking should be as positive as possible. However it may need to include at appropriate occasions carefully worded comments re: 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. They can be paired, in mixed ability and ability groups. It engages all children in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work or plenary. 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. Quality 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. This would not take place for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be done verbally, especially with young children, as well as written. The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved. It is not expected that this focussed improvement strategy would be used when marking every piece of written work but is expected to be used on a regular basis when its impact will be most beneficial.

The following **improvement prompts** may be used when teachers/teaching assistants 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.

- Say more about James's character
- Explain this for me.

#### **(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. This is supportive and enhances the original writing.

- What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he

### **(c) Example Prompts**

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

*I went on a boat and went long on water*

What did you see on the boat trip? Fish? Birds? People?

*I see a jellyfish and carb.*

## **8. 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. This will lead on to response partner work as this involves the emotional dynamics between two children.

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.

Ground rules need to be put into place when paired marking occurs. These could include:-

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it;
- The response partner should begin with a positive comment about the work;
- The response partner should ask for clarification rather than jump to conclusions;
- The response partner may benefit from a marking prompt card to give clear focus to what they are looking for.

### **Self-evaluation prompts**

I liked .....

I learned .....

I think I will .....

I never knew .....

I discovered .....

I was surprised .....

I still wonder .....

## **9. Guidance of 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 to enter it into their vocabulary books, after initially finding the correct letter page and attempting the word themselves. 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

## **In School Strategies**

Strategies vary from class to class due to variations in age and teaching focus. The following lists the range of strategies most commonly employed.

### **The Early Years Foundation Stage:**

- Verbal feedback for written tasks
- Children are encouraged to look at each other's work in a celebratory way
- Reward stickers for effort and achievement of all kinds.
- Paired response and talk partners
- Quality written marking when appropriate

### **Key Stage One**

- Quality marking when impact will be maximised
- Verbal Feedback
- Written feedback
- Closed exercise marking
- Paired response and talk partners
- Self and peer assessment
- Distance marking
- Personal, emotionally based marking
- Points System (team)

### **Key Stage Two**

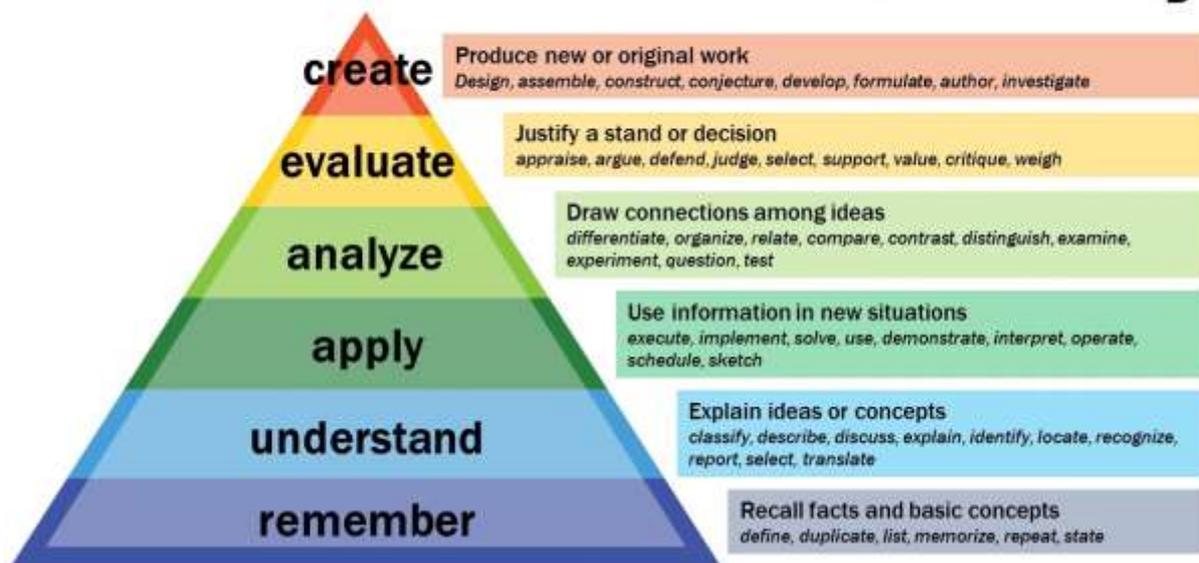
- Quality marking when impact will be maximised
- Verbal Feedback
- Written feedback
- Paired response and talk partners
- Self and peer assessment
- Closed exercise marking
- Personal emotionally based marking
- Distance marking
- 2 Stars and a wish/ What Went Well/ Even Better If (Teacher or pupil led)
- Points System (team)

## **OUR EFFECTIVE LEARNING ENVIRONMENT**

- Teacher/support staff awareness of the impact that comments, marks and grades can have on learners' confidence, enthusiasm and motivation;
- Interactive displays which reflect learning;
- Displays which give prompts for learning as well as displays which celebrate children's work;
- Shared long term objectives as well as short-term intentions – reference to 'the big picture' e.g. where this lesson fits with the modular topic, recall of previous lessons on this theme;

- Learning objective displayed and understood; shared with younger children orally at the start of the lesson;
- Success criteria shared and understood;
- Success celebrated regularly and sincerely;
- Children involved in their own targets, understanding what it is they are trying to achieve and how they can achieve it;
- An atmosphere of trust and respect where children can share thoughts freely;
- Effective questioning using Blooms Taxonomy-questions planned which require thought and discussion;
- Response to pupil contributions which avoid 'put downs';
- Thinking time before hands up/no hands up; use of talking partners to maximise pupil participation;
- A classroom culture of achievement where mistakes are learning tools;
- A belief that all pupils can succeed;
- Feedback to the task linked to the success criteria- comments, oral or written, should be as constructive as possible and focus on work rather than the person;
- Children encouraged to self-evaluate and become independent learners;
- Use of Bloom's Taxonomy to both deepen and extend learning.

## Bloom's Taxonomy



## 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.
^	Missing word
sp	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).
○	Circled punctuation error/missing punctuation.
.	EYFS/Year 1 missing full stop.
<u>underline</u> or <u>A</u>	Missing capital letter
	Finger spaces between words.
//	New paragraph required
I can..... I can..... I can.....	Colour-coded and differentiated learning for year group or whole class success criteria.
😊 or hp	Reward for good effort.

## Maths Marking Code

✓	Correct (teacher marking)
Highlight / pen	Correct (teacher marking)
Highlight / pen	Error (teacher marking)
Purple Pen ✓ (C)	Pupil marking own work / peer marking
(C)	Error - write correction alongside
	Showing reasoning / pupil thinking & explanation
I or CT/TA	Independent work or Class Teacher/TA supported.
Highlight / ✓	You have achieved the success criteria
I can..... I can..... I can.....	Colour-coded success criteria for individual year groups.
I can..... I can..... I can.....	Whole class success criteria for Yr 4/5/6.
😊 or hp	Reward for good effort.

## ***Nurturing life-long learners***

**Shipbourne School is a family. It is a place of nurture and understanding, strength and resolve where children can achieve their dreams, and conquer their fears, with the support of those about them.**

**Our aim is to offer a broad and varied curriculum in a happy environment which fosters cheerful, well motivated and interested children who have not only confidence in their own ability, but also a considerate awareness of their peers.**

- to provide a sound educational foundation relevant to our technological society.
- to create in each child a thirst for knowledge, a joy in learning and a sense of achievement across the curriculum.
- to inspire children to have ambition to succeed in the skills of literacy and numeracy and to stimulate their curiosity and imagination in all areas of the curriculum.

**Self respect**

**Honesty**

**Independence**

**Passion**

**Belief**

**Opportunity**

**Understanding**

**Resilience**

**Nurture**

**Enrichment**

**Appendix C**

<http://www.shipbourne.kent.sch.uk/parent-infomation/>

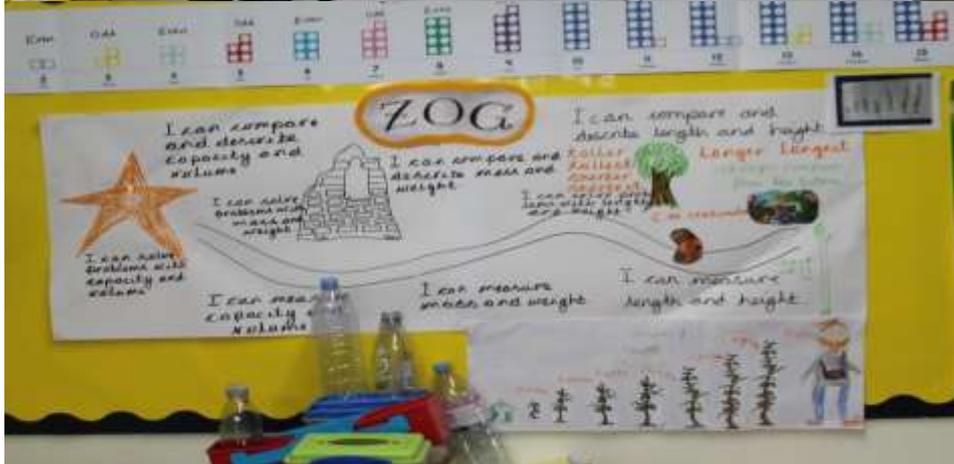
Appendix D



Appendix E



Appendix F



## Appendix G

### Shipbourne School

### Handwriting Policy

#### Handwriting

##### **Aims**

- For all children to develop a legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed.
- For the children to be aware that different forms of handwriting are to be used for different purposes.
- To make provision for left handed children to develop free flowing writing.

In order to achieve this, children will be taught:

- To develop fine motor control,
- The importance of correct posture and paper position whether right or left handed,
- To use a pen/pencil and to hold it effectively,
- To write from left to right and top to bottom on a page,
- To start and finish letters correctly,
- To form letters of regular size and shape,
- The language of writing and to use the correct terminology,(e.g. ascenders)
- To put regular spaces between words,
- How to form upper and lower case letters,
- How to join letters,
- How to write legibly in both joined and printed style,
- To use different styles of writing for different purposes,
- The importance of neat and clear presentation in order to communicate meaning effectively.

##### **Methodology and organisation**

At Shipbourne School we aim to develop handwriting through systematic and regular practice in the teaching of handwriting. The use of the online Letter Join scheme ensures a consistency of style and approach which leads to an effective progression of experience and teaching. Children will practise their fine motor skills using a range of activities including a weekly teacher taught handwriting session and practical activities. Provision will increase where required.

In line with Kent County Council Handwriting Progression documents, in **Foundation Stage**, pupils will be taught to use a pencil and hold it effectively to form recognisable letters. Pupils will be taught to write letters with entry and exit strokes in preparation for joining letters when ready.

In **Key Stage 1**, pupils will be taught:

- How to hold a pencil/pen correctly
- To write from left to right and top to bottom of a page
- To start and finish letters correctly
- To finish letters with exit strokes
- To form letters of regular size and shape
- To put regular spaces between letters and words
- How to form lower and upper case letters
- To join their letters as soon as they are able

In **Key Stage 2**, pupils will be taught:

- To write legibly in both joined and printed styles with increasing fluency and speed
- To use different forms of handwriting for different purposes, e.g. print for labelling maps and diagrams, a clear, neat hand for finished work, a faster script for notes

### **Presentation**

Teachers will ensure:

- That pupils are expected and encouraged to take pride in the presentation of their work
- That pupils have the appropriate materials to achieve their best presentation
- That they provide a variety of opportunities for pupils to share their work with different audiences
- That pupils look after their work, label all of their books neatly and keep them clean and tidy
- That their own writing in books, on displays and on the board is legible, grammatically accurate and correctly spelt and punctuated.

### **Monitoring and assessment.**

Assessment of handwriting is an on-going process and will take place formally and informally; during the regular, focused handwriting sessions and across other curricular areas. The monitoring of the teaching of handwriting is carried out by the Head teacher and English co-ordinator in line with the school improvement plan. Specific interventions will be provided if required by the SENco and class teacher.

### **Home/school links.**

Homework activities are used to promote and practise handwriting styles and presentation skills.

## Appendix H

### 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 it