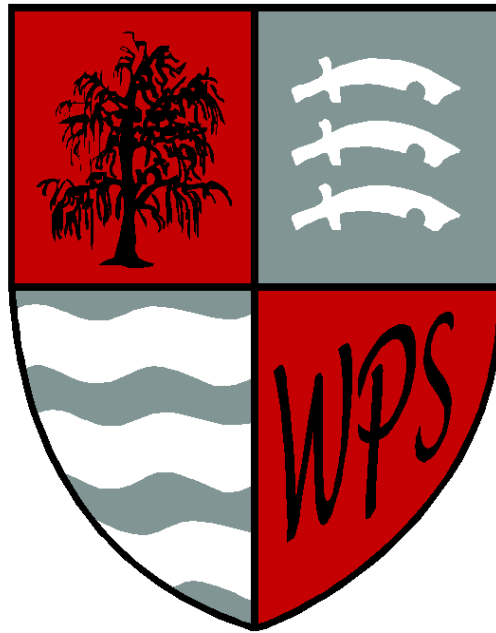


Willowbrook Primary School



Teacher, Learning and Assessment (incl. marking & feedback) Policy

Teaching at Willowbrook Primary is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Willowbrook we believe children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Teaching and learning activities enthuse, engage and motivate children to learn, foster their curiosity and enthusiasm for learning.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- There are strong links between home and school; the importance of parental involvement in their children's learning is recognised, valued and developed.

We aim to:

- Provide an interesting and exciting curriculum within the national frameworks
- Promote a learning culture so that pupils engender a love of learning and the desire to continue to learn
- Give our pupils every opportunity to succeed
- Ensure that all pupils have an equal opportunity to take part in the life and work of the school
- Assessment of pupils has a purpose at every level for everyone involved

A thematic approach to curriculum design:

We believe that our curriculum should be enjoyable, rich, varied and challenging in order to engage and excite our children. We strive to meet the needs of all our pupils and ensure each and every child is able to fulfil their potential. We have developed a thematic curriculum which involves teaching the key skills of the National Curriculum using a thematic and creative approach. This new approach to the curriculum is a skills based approach. The intention is to give children and teaching staff more opportunity to explore their own creativity and to give the children more purpose for their learning. We aim to create independent thinkers who take ownership over their own learning.

Organisation:

The topics have been chosen to allow cross-curricular links to develop the skills of the National Curriculum to be taught. Each curriculum subject has an EYFS/KS1 and KS2 overview which details the national curriculum objectives to be covered within each topic and the final outcomes. Teachers create their own medium-term and weekly plans for each topic. A knowledge planner is created for each topic detailing the skills that are covered and the key vocabulary. This is sent out to parents at the start of term. Cross-curricular links are made to English and maths where possible. Where appropriate, thematic projects are taught which focus on an end product incorporating a range of skills and objectives derived from different subject areas. Areas and learning outcomes that do not fit into the topic are taught discreetly. PSHE is integrated throughout the curriculum. Science objectives are taught by year group.

Curriculum enrichment:

The curriculum is enriched at Willowbrook through the organisation of:

- House mornings
- Themed days / weeks
- Class assemblies
- School visits
- Residential visit
- Speakers and visitors
- Productions and shows
- Extra-curricular activities

Purpose and value:

At Willowbrook, we believe our skills based thematic curriculum benefits our children's learning in the following ways:

- Children have a purpose to their learning as a thematic curriculum is more meaningful.
- Children are more engaged and become independent learners and thinkers.
- The rich, creative and exciting curriculum brings learning alive for the children.
- Children can reflect on the skills they have learnt and are able to talk about their progress.
- Children are aware of their targets and how they can make more progress.

- Through the acquisition of skills alongside content, children become equipped to be good learners beyond life at Willowbrook Primary School.
- All learners are able to access the learning through a multi-sensory curriculum which lends itself to a hands-on and creative approach.
- Thematic role-play areas in EYFS/KS1 improve speaking and listening skills and develop children's confidence.

Varied learning styles:

Teachers offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Asking and answering questions;
- Use of computer technology;
- Creative activities;
- Debates, role-plays and oral presentations;
- Designing and making things.

Throughout the day, pupils engage in whole-class work; group work; paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We make good use of 'talk partners' and we model, encourage and praise cooperative learning.

Learning community:

Parents and carers are our pupils' first and most influential educators. We believe that parents and carers have a fundamental role to play supporting the learning their children are engaged in at school. We communicate with parents and carers in a variety of ways including newsletters, school reports, EYFS 2Simple observations, emails, formal meetings and informal chats. We keep parents informed of successes and any concerns we may have. Teachers are always available to discuss issues as they arise. We also hold specific workshops to support parents with learning at home, for example, 'work with me sessions' where the parents receive information about the subject then are able to experience it being taught with their child/children in the classroom. Our website and twitter feed give information about the school and celebrates recent events.

We encourage and respect pupil voice. We have a School Council which meets fortnightly, makes recommendations and undertakes work to improve our school. We also have a collective thought focus group that meet one a month. All classes use circle time and/or class council to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes and picture news opportunities.

The school invites a whole host of regular visitors who contribute to our learning community including local church leaders, youth workers, community volunteers and our local librarian.

We are able to provide a learning environment for training teachers from Teacher Training centres and universities. We can also support the training and development of NVQ students in childcare and development and learning support training, through a range of local colleges and secondary schools.

Performance Management is a well-established practice for all staff to reflect on their strengths and opportunities to develop skills and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Staff members are committed to their continuing professional development and attend in-house, Essex and other training.

Our governors monitor how effective teaching, learning and assessment strategies are in raising pupil attainment. Through the school self-review processes, they focus on key school improvement areas. They are kept informed by visiting the school, actively taking part in monitoring exercises, as well as attending meetings and reading reports by the Headteacher and other key staff.

Inclusion:

Willowbrook Primary School is an inclusive school where the achievements, attitudes and well-being of every person in the school is important. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning. We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident happy and secure. Recognising and celebrating success through assemblies, displays, rewards and performances is very important at Willowbrook. We ensure that there is a broad range of opportunities for everyone to shine.

Children are grouped according to the aims of the lessons. Therefore, it would be through academic ability, mixed ability, gender or friendships. Activities are differentiated to meet learning needs. Our Inclusion Leader co-ordinates support for those with special educational needs or disabilities. Our EAL and G&T lead co-ordinates support for pupils with English as an Additional Language and those who are gifted and talented. Our pupil premium leader supports the learning of pupils entitled to the Pupil Premium Grant. We have an experienced team of learning support assistants who work closely with class teachers to offer additional support. We have good relationships with a range of other professionals. We value their support and advice in meeting children's needs.

High expectations:

The school has high expectations of staff in terms of commitment and professionalism, classroom organisation and personal expectations of the children. Our classrooms are attractive and purposeful learning environments. Displays are changed regularly to ensure that the classroom and the communal areas reflect current and recent learning. The work of all children is displayed throughout the year. All classrooms are equipped with resources to support their learning.

Academic targets are set for the children in each academic year and these targets are reviewed half termly through informal discussion with the Headteacher and formally in pupil progress meetings. The quality of work expected from the children is high. Non-academic targets are also set to individuals where appropriate and the whole school follows a Core Value every half-term.

It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.

In KS1 and KS2 all pupils have a whole class target, for maths linked to their current learning. In KS1 and KS2 children have an age appropriate English toolkit to support their progress towards their end of year target.

Assessment for learning:

A learning outcome is shared (written and spoken) at the beginning and during each session so children understand the purpose of the lesson, at the end children are guided to assess their progress and discuss and often record how they have achieved. This is made meaningful to the children and differentiated through success criteria. Where appropriate, pupils are encouraged to select their own success criteria through self-assessment prior to starting independent activities.

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Teaching points, activities and support given is adapted as a result of ongoing assessment

throughout each lesson and future planning is adapted. Work where possible is marked and appropriate feedback and next step comments given alongside the child. Marking is a dialogue and teachers will clarify success towards achieving the learning outcome through a consistently applied colour coded system. The can I's are highlighted; (green = fully achieved/confident; amber = partly achieved/getting there but not confident; red = not achieved/did not understand and next step comments (this may include asking a question or giving a challenge) see Appendix A.

We also value summative assessments of learning, where the children are assessed against school set standards. We use a variety of tests and use the results intelligently to record progress and to predict future levels of achievement. Summative assessments are used as a guide and teacher assessment is the overriding summative assessment used.

Each half term, all teachers record the achievement of skills in reading, writing, maths and science for each individual pupil. This is recorded individually against school descriptors linked to the National Curriculum (see Appendix B). To track pupil attainment, we use a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system used in EYFS.

The terminology has been selected for consistency and clarity, but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group. Each year band has been broken down into six steps:

Beginning (b)

Beginning + (b+)

Working within (w)

Working within + (w+)

Secure (s)

Secure + (s+)

The three broader sections may be thought of in these terms-

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in

Working Within – Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met

Where the sections have been broken down into steps this is designed to allow the practitioner to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in year 2. The next time the practitioner records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made progress. An assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting.

At half termly intervals, practitioners select a step to show where each pupil is working. Lower and high achieving pupils may be working at a band outside of their current year, and can be recorded as such, although this is only expected to be the case in exceptional cases.

Teachers meet with senior leaders regularly to discuss assessment and to find ways to remove barriers to learning. There are also regular meetings between class teachers and senior teachers on SEND and PPG pupil progress. Senior leaders meet to discuss any children who are not making progress and to plan additional support.

It is the aim, in this school for the vast majority of children to be secure by the end of the year, with a significant group being secure +.

Out of hours learning:

The school encourages a range of out of hours learning opportunities. These may be provided by school staff, volunteer helpers or outside organisations. They may vary term to term according to expertise and time available. Examples include:

- Art and craft clubs
- Music club
- Gardening club
- Sports clubs
- Extra booster sessions for closing the gap or further developing higher attainers.

We consider working at home an important part of learning:

- To encourage self-discipline and personal organisation
- To bridge the gap between home and school
- To allow parents direct involvement in their child's learning.

We have a breakfast club every morning and an after-school club every evening.

Teachers give homework appropriate to the ability and age of the child which also aims to develop creativity and thinking skills. We expect children to read daily at home, whether that be a school book on loan, a newspaper or magazine of their own interest or reading a book to a younger sibling. (See Homework Policy)

Monitoring & Evaluation:

In order to effectively evaluate this policy, as a Governing Body we will ask ourselves the following questions on an annual basis or in light of any developments and changes in school:

- Are our aims being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?

Review:

This policy will be reviewed every three years, or sooner if government guidance changes.



Willowbrook Primary School Marking and Feedback - Appendix A

Ratified: January 2021

Review date:



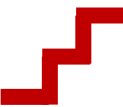



January 2024

The aim of marking and feedback is to give constructive support to children in achieving their objectives, while maintaining self-esteem. The feedback should be linked to the next steps which will move the pupil to the next level/skill. Please use Appendix B and C for additional information and clarification.

- Teachers must be clear about their teaching objective and the children about their learning outcome. This should be stated throughout each and every lesson.
- Teachers and children will use a main teaching outcome in age appropriate language as the title for every lesson: Can I ...?
- This is followed by learning outcomes in the form of success criteria in English based subjects and process criteria for mathematics.
- Marking is linked to the learning outcome and teaching objective.
- Marking and feedback comments should be focused on the process of the work, not just on the end product. Comments should set clear targets for pupils to make progress, either within the lesson (instant feedback) or over the next few lessons, for example, 'Add commas to extend some of your sentences'; 'Write your equivalent fractions and decimals for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ '.
- All work will be marked using a code or by pupil self/peer assessment. Marking needs to be in place for the next lesson unless there are exceptional circumstances, for example parents'/carers' consultation evening.
- Children are given the opportunity to edit their work using Pink Polishing pens.
- Planning must be annotated to show specific actions that will take place in future lessons.
- Teachers need to allow children time to reflect and take action on the marking in following lessons (if this has not been able to be addressed with the pupils during the lesson - instant marking and feedback)
- Wherever possible feedback should be completed with the child and this could be verbal, particularly in Foundation Stage and Key Stage One. To remind pupils of their targets, it will also need to be recorded and a word used to show the focus of the feedback e.g. V - adjectives
- A verbal code will be shown on the work to show this form of marking and there will usually be evidence of this instant feedback.
- A Marking Code is given to all teachers for reference.
- Parents will be informed of year group marking expectations, at the beginning of each school year at the curriculum meeting,
- When appropriate the children can show their work to the Headteacher or Deputy Headteacher for praise and a sticker.
- Work needs to be stuck into the pupils' books so that it is secure and in one easily accessible place.

Appendix B

Willowbrook Primary School Marking and Feedback Codes

	Verbal comments given to child with some reference to your discussion.
	If next step has been given verbally with some reference to your discussion. Pupil to respond in green.
	Written in red, next steps comments should either be based on the objective and tell the child what they need to do to develop their work or a key skill that is linked to the objective.
Pupil response	Written in green, pupils should respond to red next steps. Teachers to initial/tick to acknowledge a pupils response.
Pupil Editing (Pink polishing Pens)	Written in pink, pupils edit their work.
Highlight the title	Red - You have not achieved the objective Amber - You are beginning to achieve the objective Green - You have achieved the objective
Punctuation	Errors to be underlined or circled in red (for response) or black (as awareness).
	Paragraph break needed.
	The writing is illegible or the meaning is unclear.
	The incorrect spelling is underlined and the 'sp' is written next to it, or in the margin.
GCT GLSA I	Guided Class Teacher Guided Learning Support Assistant Independent



Willowbrook Marking Expectations

Appendix C



Year Groups	Books	Marking Expectations
EYFS	Blue writing Topic book	Marked with sticker and comment in black. * added - achieved assessments matched to EYFS curriculum. Verbal next steps in red after Easter for the children to respond in pencil or v if discussed together.
KS1/KS2	English book Maths book	<ul style="list-style-type: none">• Can I's in all books.• All Can I's to be highlighted.• Next steps given as and when needed in red (be aware of SEND and HA) Children to respond in green.• Use sp. and get the children to write the correct spelling in the margin (teacher initiative used).
	Topic book Sketchbook Guided reading	<ul style="list-style-type: none">• No next step needed.• Comments to be given in black and should be subject specific marking. For example, good map reading. Next time you could ... or don't forget to use different sources. Etc.)• Use sp. and get the children to write the correct spelling in the margin (teacher initiative used).
	Handwriting	<ul style="list-style-type: none">• No Can I needed.• Marked with a tick or sticker in black.• Improvements made in black
Primary	Orange writing books	Narrative, once a term. Warm write (a couple of weeks after you have taught a narrative unit).

APPENDIX D

Willowbrook Primary School Assessment Procedures

All Staff

SLT

Baseline Formative Assessments to start the year – reading, Writing, Maths, SPaG, Phonics

Performance Management Review and Target Setting

Autumn Term 1

Data input and Analysis, End of block maths assessments (White Rose), Formal test Week (R, SPaG, phonics,) rising stars/NFER

Autumn Term 2

Data input and Analysis/Pupil Progress Discussions. Regular Pupil Premium Meetings (Every 3 weeks), End of block maths assessments (White Rose), Formal test Week (R, SPaG, phonics) rising stars/NFER

Spring Term 1

Data input and Analysis, , End of block maths assessments (White Rose), Formal test Week (R, SPaG, phonics) rising stars/NFER

Spring Term 2

Data input and Analysis/Pupil Progress Discussions. Regular Pupil Premium Meetings (Every 3 weeks, End of block maths assessments (White Rose), Formal test Week (R, SPaG, phonics) rising stars/NFER

Summer Term 1

Data input and Analysis, End of block maths assessments (White Rose), Formal test Week (R, SPaG, phonics) National Assessments. rising stars/NFER

Summer Term 2

Data input and Analysis/Pupil Progress Discussions. Regular Pupil Premium Meetings (Every 3 weeks), End of block maths assessments (White Rose), National Assessments, End of year Summative Assessment Tests, Reports to Parents rising stars/NFER

Autumn Term

National Data Analysis

School Improvement Planning and Target Setting

Performance Management Targets

Monitoring/Moderation of Assessment/PPM

Whole School Data Analysis

Present to Governors

Spring Term

Performance Management Review

Monitoring/Moderation of Assessment/PPM

Whole School Data Analysis

Summer Term

National Test Results Analysis

School Improvement Planning and Target Setting

Performance Management Targets

Monitoring/Moderation of Assessment/PPM

Whole School Data Analysis

Present to Governors

On-Going Formative Assessment of all subjects through; Marking, Observation, Stickers Assessment, High Lighting Assessment Documents, Target Setting, Informal Discussions, what do I know already (Pupil Led Learning),
(Time given during staff meetings/PPA)

Pupil Targets

Targets are shared during parents evening in Autumn and Spring term and on end of year reports.

Maths- Whole class target for pupils to refer to during the unit.

English-Pupils refer to the age-appropriate English toolkit.

Statements

- If a child is working towards (or made some progress but still not fully confident) their statements will turn red.
- If a child has Achieved (or fully confident) their statements will turn blue.
- If a child has mastered (or embedded, deep learning) their statement will turn mustard.