

St Gabriel's C of E Primary School



Teaching and Learning policy

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| Last review date: | Summer 2026 | Next review date: | Summer 2028 |
| Committee approval | Curriculum and Standards/ Full Governing Body | Written by: | S. Bell |
| References: | The Key | Other Policies | |

Introduction

At St Gabriel's, guided by our vision "Excellence with compassion," we believe learning is for life: every pupil, whatever their background or need, will experience ambitious, knowledge-rich teaching and compassionate support so they leave confident, curious and ready for the next stage of their education.

Aims and Objectives

We aim to:

- Provide a high-quality learning experience for every child that takes full account of their individual needs, starting points and aspirations.
- Ensure that pupils become active, independent learners who strive to achieve their best and apply their knowledge and skills confidently in new and different situations.
- Deliver a broad, balanced and ambitious curriculum that develops pupils' literacy, numeracy, oracy, character and cultural capital, while making meaningful links to learning beyond the classroom.
- Continually raise standards of teaching and learning through high expectations, Quality First Teaching and a culture of reflection, consistency and continuous improvement.
- Identify, share and embed effective teaching and learning practice across all curriculum areas.
- Remove barriers to learning through the early identification of need, a graduated approach and targeted support for disadvantaged pupils and those with SEND.
- Provide strong pastoral, spiritual and enrichment opportunities so that pupils thrive socially, emotionally and academically.
- Improve achievement, attainment and outcomes for all pupils.

We want children to:

- Develop a love of learning by becoming independent, motivated and resilient learners who enjoy challenge and persevere when learning is difficult.
- Acquire the knowledge, skills and understanding needed to succeed in school and prepare them for their future lives.
- Reach their full potential through self-reflection, aspiration, confidence and a strong sense of self-worth.
- Feel safe, secure, valued and included within a positive learning environment where diversity is respected and celebrated.
- Develop moral values, empathy and respect for others so they can make positive contributions to their school and wider community.
- Build creativity, imagination and emotional intelligence to support their personal growth and wellbeing.
- Engage fully in learning by understanding the purpose of tasks, making links to prior experiences and applying learning in both familiar and new contexts.
- Work successfully both independently and collaboratively with appropriate guidance, resources and support.
- Recognise that mistakes are part of the learning process and develop the confidence to learn from them.

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

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| Teachers | <p>Teachers at our school will:</p> <ul style="list-style-type: none"> ➤ Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards ➤ Actively engage parents/carers in their child's learning through newsletters, school website, class letters, family assemblies and parents evening ➤ Update parents/carers on pupils' progress at parents evening (twice a year) and written report on their child's progress at the end of the year ➤ Meet the expectations set out in all school policies |
| Support staff | <p>Support staff will:</p> <ul style="list-style-type: none"> ➤ Know pupils well and differentiate support to meet their individual learning needs ➤ Support teaching and learning with flexibility and resourcefulness ➤ Use agreed assessment for learning strategies ➤ Use effective marking and feedback as required ➤ Engage in providing inspiring lessons and learning opportunities ➤ Feedback observations of pupils to teachers ➤ Ask questions to make sure they've understood expectations for learning ➤ Identify and use resources to support learning ➤ Have high expectations and celebrate achievement ➤ Demonstrate and model themselves as learners ➤ Meet the expectations set out in all school policies |
| Subject leaders | <p>➤ Subject leaders at our school will:</p> <ul style="list-style-type: none"> ➤ Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills ➤ Sequence lessons in a way that allows pupils to make good progress from their starting points ➤ Use their budget effectively to resource their subject, providing teachers with necessary resources for learning ➤ Drive improvement in their subject/phase, working with teachers to identify any challenges ➤ Timetable their subject to allocate time for pupils to: ➤ Achieve breadth and depth ➤ Fully understand the topic ➤ Demonstrate excellence ➤ Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data ➤ Improve on weaknesses identified in their monitoring activities ➤ Create and share clear intentions for their subject/phase ➤ Encourage teachers to share ideas, resources and good practice ➤ Meet the expectations set out in all school policies |

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| Senior leaders | <p>Senior leaders will:</p> <ul style="list-style-type: none"> › Have a clear and ambitious vision for providing high-quality, inclusive education to all › Celebrate achievement and have high expectations for everyone › Hold staff and pupils to account for their teaching and learning › Plan and evaluate strategies to secure high-quality teaching and learning across the school › Manage resources to support high-quality teaching and learning › Provide support and guidance to other staff through coaching and mentoring › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate › Address underachievement and intervene promptly › Meet the expectations set out in all school policies |
| Pupils | <p>Pupils will:</p> <ul style="list-style-type: none"> › Take responsibility for their own learning, and support the learning of others › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson › Be curious, ambitious, engaged and confident learners › Know their targets and how to improve › Put maximum effort and focus into their work › Complete home learning activities as required › Meet the expectations set out in all school policies |
| Parents and carers | <p>Parents and carers of pupils at our school will:</p> <ul style="list-style-type: none"> › Value learning › Encourage their child as a learner › Make sure their child is ready and able to learn every day › Support good attendance and the school's behavior policy › Participate in discussions about their child's progress and attainment › Communicate with the school to share information promptly › Provide resources as required to support learning › Encourage their child to take responsibility for their own learning › Support and give importance to home learning |
| Governors | <p>Governors at our school will:</p> <ul style="list-style-type: none"> › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning › Monitor the impact of teaching and learning strategies on pupils' progress and attainment › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation › Make sure other school policies promote high-quality teaching, and that these are being implemented |

Enhancing Teaching Strategies

When teaching, our focus is on motivating children and enhancing their skills, knowledge, and understanding of the curriculum to help them achieve their highest potential.

Effective planning:

- Should be guided by continuous assessment to provide daily opportunities for children to tackle more complex tasks. Teachers should consistently employ various formative assessment techniques to evaluate the children's grasp of different concepts.
- Ensures comprehensive coverage of all statutory objectives in an engaging and stimulating manner.
- Maintains consistency, challenge, and progression within individual lessons, across topics and terms, throughout the academic year and between Key Stages.
- Allows colleagues to review the content taught and methodologies used.
- Facilitates subject leaders, Key Stage Coordinators, and Senior Leadership Team (SLT) to oversee the level of challenge, subject coverage, and progression throughout the school.

We base our educational planning on the 2014 National Curriculum Objectives, a locally agreed syllabus for Religious Education (RE), and the Statutory Framework for the Early Years Foundation Stage. We actively seek cross-curricular connections and align our planning with other scheduled events in the school calendar. Our aim is to demonstrate visible skills enhancement over time, both within a specific year group and as students' progress through different Key Stages. We ensure that skills taught in one subject area are effectively transferred and applied in others, ultimately leading to concrete and measurable learning outcomes. For further details on our planning expectations, please refer to Appendix G.

Long, medium- and short-term teaching structure

Writing (long term):

Each year, key non-fiction purposes and forms are revisited alongside a range of additional text types. This is designed to ensure clear progression in the skills taught within each writing form over time.

Writing (medium term):

Each purpose and form is taught through a structured sequence:

- Introduction and planning sessions, with teaching focused on the beginning, middle and end of the piece.
- Planning and conferencing sessions, alongside teaching of structure (beginning, middle and end) and opportunities for editing.
- Final planning of the opening section, development of the middle and ending, followed by dedicated sessions for publishing.

Progression is ensured through the gradual introduction of new skills, with a focus on purpose- and form-specific structural elements and relevant grammar objectives.

Writing (short term):

- All writing lessons should provide pupils with the chance to respond to previous feedback and incorporate it into their writing.
- Aim for all genres, topics, and lessons to be captivating to spark curiosity and engagement in writing.
- Emphasise that lessons should centre around pupils mastering the writing criteria specific to their ability level.
- Teachers demonstrate how to meet the success criteria, guiding pupils in using them effectively. Displaying these criteria in the classroom and referring to them regularly will encourage pupil engagement with their learning process.
- Place a strong emphasis on success criteria for advanced punctuation skills by adopting a sentence-level approach. Additionally, focus on organising text with specific paragraph expectations outlined in the success criteria.
- Ensure lessons are adapted for SEND learners. Tailor activities to challenge different pupil groups throughout every lesson, adjusting difficulty levels as needed.
- Children from Year 3 onwards should utilise feedback from the previous day's work to enhance their writing. Encourage them to begin each piece with the statement 'Today I am focusing on...'
- Integrate various 'Assessment for Learning' methods into all lessons to maintain a brisk pace and address any misunderstandings promptly. Use these opportunities to push all pupil groups towards new learning experiences.
- Incorporate Success Criteria sheets into literacy lessons for pupils to use when assessing and reflecting on their progress ('involved in their learning').
- Provide pupils with aesthetically pleasing writing sheets to elevate their work into polished 'completed pieces'.
- Encourage pupils to consult the Extended Writing Success Criteria at the back of their Literacy Books to set and guide their learning targets.

Mathematics (long and medium term):

- To enhance curriculum coverage and learning progression, the school integrates long-term and medium-term planning. At the start of each academic year, every class receives a medium-term plan that outlines the goals and objectives to be covered using the WRM SOW.
- Throughout the year, these objectives are revisited in a cyclical manner, allowing students to delve deeper into their understanding and application of newly acquired skills. The duration allocated to each topic is clearly specified in weeks.
- Moreover, there is a strong emphasis on personalised learning experiences through tailored, high-quality teaching. This includes utilising the same Learning Objective but varying the depth of questioning to challenge and engage more advanced students.

Maths (short term):

- Begin each lesson with children responding to feedback from the previous lesson.
- Recap and refer back to prior learning when appropriate.
- Pose challenging questions above students' current knowledge levels to drive progress.
- Use a variety of 'Assessment for Learning' techniques in every lesson to engage all student groups in unfamiliar learning, address misconceptions, and enhance the pace of learning.
- Carry out continuous formative and summative assessments to identify gaps and inform future lesson planning.
- Continuous retrieval practise to embed previous learning.
- Minimise carpet time to focus on hands-on learning activities.
- Lessons are adapted to cater for the wide range of needs and abilities in the class.

Reading (Long and medium term):

- Reading objectives are now clearly outlined in the medium-term plans for each genre, incorporating Word Reading and Comprehension objectives where appropriate.

Reading (Short term):

- Regular questioning on retrieval and deeper comprehension will be done for all children (Year 3-6).
- Weekly 30-45-minute phonic lessons will be provided for children from Reception to Year 2.
- Teachers will complete a guided reading planning sheet weekly, detailing objective for each reading group based on gap analyses and continual questioning.
- Adults will monitor home reading books, and any issues with reading at home will be addressed promptly.

Enrichment days

We organise various themed enrichment days each year, such as international week, science/stem week, book week etc. These days prioritise the development of knowledge, skills, teamwork, and advanced problem-solving abilities. Enrichment days serve as an opportunity to:

- Apply skills acquired in particular subjects
- Explore topics in greater detail
- Expand learning experiences
- Encourage higher-order thinking
- Establish meaningful connections across different subjects

Partnership Teaching

At St Gabriel's, we are committed to promoting effective partnership teaching between teachers and teaching assistants within the classroom. This collaborative approach is integral to enhancing pupil outcomes and ensuring that all learners have access to high-quality teaching and support across the curriculum.

We recognise that a fixed model of partnership teaching is not appropriate in education, as effective practice is responsive to pupils' needs, curriculum demands, and the strengths of the adults working together. Strong classroom partnerships are built through clear communication, shared planning, and a flexible approach to roles and responsibilities.

Effective teacher–TA partnership teaching may include a range of approaches, such as:

- Pupils may be grouped by need or prior attainment for specific lessons (e.g. Maths or Reading), with the TA supporting targeted groups under the direction of the teacher.
- The teacher delivers core input to the whole class, while the TA circulates the classroom to support understanding through clarification, modelling, and real-time monitoring of learning. In KS1, this may include focused support at a group table during input and independent tasks; in KS2, the TA is expected to circulate throughout input and independent work.
- The teacher introduces key concepts, while the TA moves around the classroom to reinforce learning through targeted questioning and guided discussion, addressing misconceptions and supporting understanding across the class.
- The teacher leads whole-class teaching, while the TA circulates to provide timely scaffolding, including clarification of instructions and reinforcement of vocabulary.
- The teacher delivers instruction, while the TA supports learning through prompts, scaffolding, and response frames to promote independence.
- The teacher models on the board, while the TA circulates to monitor engagement, support application of learning, and address misconceptions through responsive intervention.
- The teacher focuses on delivering new content, while the TA supports learning behaviours and key skills such as listening, recording ideas, and independent working.
- Both the teacher and TA model collaborative learning, including partner work and structured talk activities.

Successful partnership teaching requires careful planning, clear role allocation, and ongoing communication to ensure that both adults are working effectively to support learning and progress to all pupils.

Learning environment

When pupils are at school, learning takes place across a range of environments, including classrooms, outdoor spaces, the hall, and the ICT suite. All spaces are kept safe, clean, and ready for use to support effective learning.

Learning environments are designed to promote engagement, inclusion, and achievement through:

- Clearly defined and comfortable areas such as reading corners and quiet spaces
- Displays and working walls that support and enhance learning and are regularly updated to reflect current teaching
- Accessible resources, including books, worksheets, and equipment
- Seating arrangements that ensure all pupils can see the board and participate fully
- Consistent routines and high expectations for organisation and presentation across all learning spaces
- Learning environments that are adapted to ensure accessibility and inclusion for all pupils, including those with additional needs
- Displays that celebrate achievement and support ongoing learning

Safeguarding Children

At St Gabriel's, we provide weekly sessions on Personal, Social, Health, Citizenship Education, Relationships and Sex Education (RSE), and Health Education. Every half term, children are taught 6 essential transferable skills as part of our two-year curriculum rotation:

- Health and well-being
- Relationships
- Living in the wider world
- These skills are fundamental for daily use, helping individuals maintain relationships, cultivate self-awareness, and mitigate risks.

We establish connections between these skills and real-life scenarios, not only within the PSHE and RSHE components but also across the entire curriculum and during the school day as situations arise.

Our goal is to equip the children at St Gabriel's with these skills so that they can confidently make informed decisions and respond effectively in challenging circumstances.

Monitoring, Evaluation and Review of Procedures

Monitoring and evaluation

- The performance management cycle supervises general teaching and learning by conducting lesson observations aligned with Performance Management goals and priorities outlined in the School Improvement Plan.
- Curriculum leaders oversee teaching and learning in particular subjects by conducting lesson observations, reviewing work/plans, and interviewing students.

Review

- Feedback from the monitoring activities is shared with the Senior Leadership Team (SLT) for review. Action steps, such as professional development opportunities, are implemented to fulfil identified requirements.

Appendix A - Enhancing Effective Learning in the Classroom

- **Focus on Active Learning:** Emphasise active learning in every lesson as it is the key to effective learning, encouraging children to participate actively rather than passively receiving information.
- **Assess Children's Abilities:** Assess children's abilities through formative and summative assessments to tailor lesson plans accordingly for continuous progress throughout the year.
- **Set Clear Learning Objectives:** Clearly outline the learning objectives and success criteria for each lesson to help pupils understand how to succeed, improve, and recognise when they have achieved success.
- **Encourage Quality Questioning:** Incorporate quality questioning techniques to stimulate critical thinking, comprehension, knowledge application, analysis, synthesis, and evaluation in students.
- **Implement Differentiation:** Include differentiation strategies in lessons to ensure inclusivity for all pupils, with tasks and outcomes tailored to various learners for continuous progress.
- **Teach Explicit Vocabulary:** Integrate explicit teaching of vocabulary to support learners of all abilities, ensuring all staff members model correct usage within the classroom.
- **Cater to Different Learning Styles:** Acknowledge and accommodate diverse learning styles by using visual aids like artefacts, pictures, and interactive whiteboards to engage all pupils effectively.
- **Apply Real-life Context:** Relate learning to real-life scenarios to help pupils understand the relevance of their education and prepare them for future endeavours.
- **Implement Pupil Self-evaluation:** Encourage pupil self-evaluation to foster responsibility for their own learning, promoting reflection, improvement, and awareness of their learning preferences.
- **Utilise Visual Timetable:** Provide visual timetables and cues in class to aid children in monitoring understanding and organisation skills, facilitating independent learning.
- **Manage Noise Levels Effectively:** Control noise levels in class through adult mediation, designated quiet times, and visual cues to promote a conducive learning environment.
- **Utilise School Environment:** Utilise the school environment, including classroom displays, to actively involve pupils in their learning process and create an engaging learning environment.

Appendix B – Questioning

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| Targeted questioning | This raises the attention levels of children, assess understanding, extend thinking and differentiate. |
| Posing questions before asking a particular pupil for a response | When a child is struggling, we scaffold their response by moving on and asking a similar question of another child and then returning to the original child. Give pupils from 3-5 seconds before calling on child to respond. At times using a no 'hands up' approach |
| Talk partners | To promote the use of expressive language and correct use of vocabulary, children turn to the person next to them and share an experience, generate an idea, ask and answer questions or reflect on what they have just learnt. |
| Group Talk | To promote higher levels of thinking, pupils are taught how to respond to questions in turns within a small group. In addition to that, they also may be given different roles within the group before reporting back to the class about a focus question. |
| Show me | This is a quick way for all pupils to respond and is an effective formative assessment technique. |
| Response frames | Provide children with a scaffold to answer questions e.g. sentence starters, vocabulary to include, sorting mats and questions to answer. |
| Question generation | Before watching a video, teachers may pose a question or they may generate further questions after the viewing. |
| Listening frames | Guide children's listening by giving them headings to help them listen systematically. |
| Multi choice | Give pupils a range of answers in which they choose and provide reasoning and evidence |
| Starting from the end | Provide the pupils with the answer and they devise what the question was. |

Appendix c – gaining effective responses from pupils

Responses to answers from learners:

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| Withhold judgement | <ul style="list-style-type: none"> • Respond in a non-evaluative fashion • Ask others to build on the previous child's response. |
| Invite children to elaborate | <ul style="list-style-type: none"> • 'Say more about....' |
| Cue alternative responses | <ul style="list-style-type: none"> • 'There is no one right answer' • 'What are the alternatives?' • 'Who has a different point of view?' |
| Challenge children to provide reasons | <ul style="list-style-type: none"> • 'Give reasons why' |
| Use 'think-pair-share' | <ul style="list-style-type: none"> • Allow thinking time • Discuss with a partner, then in a group • Pair children so that they can discuss in their first language or in English ('talk partners') |
| Allow rehearsal of responses | <ul style="list-style-type: none"> • Thinking time- after the question and after the answer. The first allows children to produce more thoughtful answers, the second allows the questioner responding to think for a few seconds about the answer • 'Try out the answer in your head' • 'Try out the answer on your partner' |
| Invite children's questions | <ul style="list-style-type: none"> • 'Would anyone like to ask ...? A question about that?' • 'What further enquiries can we investigate after learning...?' |
| Try alternative methods for a show of hands | <ul style="list-style-type: none"> • Use whiteboards for note taking and responses. • Responses on sticky notes or use of floor books. |

Appendix d – assessment strategies & the interactive whiteboard

- Use of individual writing boards is the most effective method of rapidly assessing the pupils' knowledge. It also allows pupils a less pressured way of practicing prior to independent learning and a forum to magpie ideas off peers to make their own subsequent work better.
- Use of lollipop sticks or other randomizing strategies to choose pupils ensuring that "hands up" strategies do not predominate.
- Focus on **key words** – we ask the children to count on their fingers or record on show me boards each time they hear key words. Different groups of children listen for different words.
- **Picture this** – we ask children to make a picture in their heads as they listen (visualize).
- **Statement games** – the children are given a number of statements that they must group in some way. The task can be made more sophisticated by asking the children to decide if a statement is justifiable with reference to text or video evidence
- **Support access to challenging texts with prior exposure for less able children**

The interactive white board

- The interactive white board is a potentially powerful tool to learning. We acknowledge that it is most effective when used in conjunction with strategies and applications that promote pupil engagement and interaction.

Appendix e – different learning styles

We offer a range of learning opportunities. **These include:**

- Investigating and problem solving
- Use of props/ 'real' objects to scaffold learning
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT
- Building learning from experience
- Fieldwork and visits to places of educational interest
- Watching video and responding to recorded material
- Drama, debates, role plays, philosophy and oral presentations
- Designing and making things
- Participating in physical activity
- Working towards and end goal

Appendix f – Self-evaluation

We encourage pupil self-evaluation by:

- Sharing a lessons learning intention and basing the lesson on success criteria
- The success criteria is displayed prominently in the classroom and updated regularly.
- Pupils assessing their own learning through the use of color coded 'traffic lights' or smiley faces or thumbs up/down in KS1.
- Pupils assessing their writing against the success criteria in KS2 and being involved in improving their work e.g. by "highlighter marking" it
- Pupils responding to teachers' marking and to the questions that teachers set as a result of marking
- Pupils responding to their weekly targets and assessing their work against them with the teacher.
- Providing opportunities for pupils to self and partner mark
- Encouraging children to discuss their learning – (Ref. Shirley Clarke discussion prompts)

Appendix g – The school learning environment

- We change our displays/working walls regularly, so that the classroom and corridors reflects the topics currently studied by the children.
- To ensure continuity we have school colours of blue and yellow, backing display boards
- We ensure that all children have the opportunity to display their best work at some point during the year.
- All work should be well presented and there should be no mistakes in spelling
- Displays often serve as learning prompts for children – word lists, high frequency words, connectives, number lines, time lines number squares, clocks etc.
- The classroom environment reflects a multi-cultural content.
- All classrooms have an attractive and tempting reading area.
- All classrooms have a worship area and an RE display
- Working walls show learning development
- There should be clear walkways through the classroom

Resources that must be in the classroom:

- Display of key words about learning so that children use them when talking about their learning. These must be referred to throughout the lesson.
- Agreed classroom rules, routines and procedures made public and referred to, including procedures in case of fire
- Neat labels on drawers indicating the content
- Steps to success display
- House points
- Visual timetable

Appendix h –planning expectations

All planning should be saved electronically in the ‘Shared Area’, in ‘Planning’ and the relevant year.

At the start of the year, all teachers are given:

- Updated Curriculum Maps for the year, outlining topics to be covered in each subject, in each term
- Medium term Maths Plans covering the whole year, detailing the objectives to be covered for each strand and the weeks to be allocated.
- Medium term Literacy Plans – teachers to edit as appropriate.
- Science, Computing, RE, PE, DT/ART, Phonics and Maths planning through SOW that the school have chosen.

Planning Flips:

Teachers then adapt these medium term and long term plans weekly onto ‘Planning Flips’. It is expected, that all planning for the week for each subject, be completed by the Monday morning of that week. There is some flexibility around Maths as this could and should be adapted as the week progresses; however, as a minimum there should be at least three lessons outlined and the objectives for the last two lessons of the week, recorded and dated – to ensure that there is progression.

Planning flips MUST include:

- A page at the beginning of each lesson that includes:
 - The learning objective and date at the beginning of each lesson.
 - Subject specific vocabulary for that lesson
 - Differentiation/support
- previous learning
- Success Criteria placed so that it can be referred to throughout the lesson.
- Reference to National Curriculum objectives (at the beginning of the unit)
- Evidence of differentiation.
- Text that is big enough for children to read.
- There should be no spelling errors (unless these are part of a teaching point)

See Sample planning flips in the Shared Area.

Appendix i– Assessment for Learning strategies

Teachers make ongoing assessments both through standardised tests and teacher assessments throughout the year. This information is used to identify ‘target children’ for intervention and support as well as to inform future planning. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all learning is appropriate and differentiated to each child’s level of ability. When planning work for children on the special needs register, we give due regard to information and targets

contained in the children's EHCP's. Teachers modify and annotate planning, teaching and learning as appropriate in relation to EHCP's, early stage English speakers, and needs of higher attainers.

Assessment exists to help the teachers to help the child. It ensures more effective learning by providing the evidence for closer matching of tasks to the child's needs. It helps us identify future planning and teaching strategies.

We use these strategies to link assessment to better teaching and learning:

- Teachers enter attainment data into the INSIGHT data tracking three times per year.
- Teachers state whether a child is working, 'Below' (more than 1 academic year) 'Just Below' (within their year group) or 'Greater Depth' (above age related expectations)
- Teachers update national curriculum objectives for all subjects once a year.
- Use of data from formal assessment to inform planning and targeting groups of children.
- Improvement time –pupils are given back written work which has been highlight marked and includes a 'improvement prompt.' Children start the lesson answering this prompt.

Appendix I – Book expectations

Literacy Books

- Long date.
- Learning objective - skill or grammar based, e.g. *To use speech to start my fantasy story.*
- My focus is... (Years 3 to 6)
- Deconstruction of a writing model.
- Success criteria before first writing lesson.
- Evidence of 5 lessons per week.
- 3 long pieces of writing per week.
- All work initialed and dated.
- Checked marking responses.
- Highlighted objectives for each lesson.
- Self-assessment (ticked success criteria and traffic lighting).
- Absence recorded with date and learning objective.
- Chn writing in pen from year 3 and 4.
- Assessed writing sample success criteria stuck in back.
- Incorrect spellings indicated.
- Level of support indicated.

Maths Books

- Short date.
- Learning objective.
- Evidence of 5 lessons per week.

- Most answers marked right or wrong.
- Most work ticked and initialed.
- Evidence of some self-assessment.
- Marking responses ticked.
- Highlighted objectives for each lesson.
- Absence recorded with date and learning objective.
- Level of support indicated.

Foundation Subject books

- Topic and Vocabulary Page (KWL) at start of each half term
- Long date
- Learning objective taken from medium term planning.
- Absence recorded with date and learning objective.
- Level of support indicated.
- Evidence of whole learning process & finished work
- Explanation of activities included with work where possible
- All work initialed and dated.
- Incorrect spellings addressed, e.g. year group words and topic vocabulary.
- Highlighted objectives for each lesson.
- Checked marking responses.

RE Books

- Topic and Vocabulary Page (KWL) at start of each half term.
- Long date.
- Learning objective taken from medium term planning (incorporating **from** and **about**)
- Absence recorded with date and learning objective.
- Level of support indicated.
- Success criteria.
- Incorrect spellings addressed, e.g. year group words and topic vocabulary.
- Highlighted objectives for each lesson.
- Checked marking responses.