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High Quality Teaching & Learning Policy

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Contents

1. Introduction
 - 1.1. Aims and Scope
 - 1.2. Other linked Policies
2. Policy Statement
 - 2.1. Policy Terms
3. Guidance and Procedures
 - 3.0 Curriculum
 - 3.1 Quality First Teaching & Learning
 - 3.2 The Learning Environment
 - 3.3 Assessment for Learning
 - 3.4 Monitoring
 - 3.5 Interventions
 - 3.6 The Role of the School, Staff, Child, Parent & LAB
 - 3.7 Celebrating Achievement & Success
 - 3.8 Monitoring and Review
4. Quality First Teaching & Learning
 - 4.1 QFT Characterised
 - 4.2 Effective Teaching
 - 4.3 Effective Learning
 - 4.4 General Expectations for Exercise Book
 - 4.5 Effective Use of Support Staff (TAs and CSWs)
5. The Learning Environment
 - 5.1 Tidy Environment
 - 5.2 Displays
 - 5.3 Purpose of Displays
 - 5.4 Create Use of Internal Space
 - 5.5 Enabling Environment
- 6.0 Assessment for Learning
 - 6.1 Review Achievements
 - 6.2 Effective Assessment
 - 6.3 Pupil Self-assess
 - 6.4 Features of Assessment
- 7.0 Monitoring
- 8.0 Intervention
 - 8.1 Progress
 - 8.2 Intervention
 - 8.3 Pre and Post Teaching
 - 8.4 Third Wave of Intervention
 - 8.5 Dyslexia
 - 8.6 Individual Education Plan (IEP)

- 9.0 The Role of The.....
 - 9.1 School
 - 9.2 Staff
 - 9.3 Child
 - 9.4 Parent
 - 9.5 LAB

 - 10.0 Celebrating Achievement & Success
 - 10.1 Celebrating Achievement
 - 10.2 Celebrated By..

 - 11.0 Monitoring and Review
 - 11.1 Strategies
 - 11.2 Need to Review
 - 11.3 Policy Review

 - 12.0 Appendices
- Appendix 1 Agreed Curriculum Timings
- Appendix 2 Assessment Summary

1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

Rationale

This policy describes the overall approach to teaching and learning at Red Oaks Primary School. It is essential reading for all members of staff and its principles should be incorporated into practice. At Red Oaks, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

We aim to provide a caring, supportive and stimulating environment with high quality teaching, through which to foster:

- A broad, balanced and creative curriculum which gives rich experiences to all.
- An environment in which values and British values are held in high regard by all stakeholders.
- Independence to develop young people who are confident, flexible and able to cooperate with others.
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values.

High Quality Teaching & Learning Policy

- A happy, caring, secure and purposeful working environment which will enable children to develop fully as the “whole child”; culturally, socially, physically, intellectually, emotionally, spiritually and morally.
- A learning environment to enable children to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- Pride in achievement and the desire to succeed.
- Effective links between school, the child’s home and the community which promote aspiration and high expectations.
- A framework for teaching and learning within which there is flexibility and scope for creativity.

1.2 Other linked Policies

This policy is to be read in conjunction with the following:

- All subject policies and schemes of work (including English, Maths, Guided Reading, Enquiry, Computing & Science Summaries)
- Marking and Feedback policy
- Assessment policy
- Behaviour & Learning Charter
- Homework policy
- Safeguarding and Child Protection policies
- Accessibility plan and Equality first ality policies
- SEND policy
- More able policy
- Confidentiality policy
- Staff Code of Conduct
- Data Protection Policy

2.0 Policy Statement

The purpose of this policy is to promote consistency and high standards, and the achievement of the school vision and mission statement. This policy helps meet the aims of the School Development Plan.

3. The Curriculum

We use the 2014 National Curriculum to guide our teaching. This sets out the aims and objectives and details what is to be taught in each year group. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, differentiation and challenge, the resources needed, and the type of assessment to be used.

3.1 At Red Oaks, the curriculum is underpinned by core values. It is an expectation that these are modelled by staff at all times.

3.2 We encourage children to become life-long learners. We use the 'Building Learning Power' approach whereby children are taught to develop skills such as perseverance, resilience and collaboration.

In personalising the curriculum we aim to find appropriate challenges for children and address their particular needs so that they may all have an opportunity to succeed. We aim to cater for the needs and interests of a full range of learners, including:

- more able learners
- learners with learning difficulties and disabilities
- learners with English as an additional language (including BSL)
- girls and boys
- looked-after children
- learners with social, emotional and behavioural difficulties

3.3 There is a curriculum map that sets out how we plan to deliver each of the foundation subjects with an integrated and cross-curricular approach. However, when appropriate, it will sometimes be necessary to teach subjects discretely. Within each of the foundation subjects, there are clear guidelines in the skills, knowledge and vocabulary to be taught in each year.

3.4 The cross-curricular approaches used will be a mix of 'importing' foundation subject knowledge/content into the english/maths sessions and 'exporting' literacy/numeracy strategies and skills into foundation subject sessions. We aim to practise and develop the skills taught in english (e.g. Spoken language, note taking, skimming and scanning, writing) via purposeful tasks in other curriculum areas.

3.5 In addition, specialist themed events, for example whole school science days and art days, will be planned throughout the year.

3.6 There may be times when certain foundation subjects (such as Computing or DT and RE) may be taught in larger chunks of time.

3.7 The extended curriculum: helping children to discover and/or develop new interests is essential to personalised learning. During the school year a range of activities is organised to enhance the curriculum such as:

- residential visits
- clubs
- visits
- visitors
- link Swindon secondary schools

These vast range of enhancements are detailed in our year group maps.

3.8 At the start of each term, the views and interests of the children contribute towards curriculum planning.

3.9 All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

4. Quality First Teaching and Learning

4.1 QFT is characterised by:

- Highly focused lesson design with sharp objectives informed from accurate assessment.
- Children are motivated and engaged.
- Good progress and learning is secured.
- Teachers have strong subject knowledge.
- Children are enthused and challenged.
- Imaginative use is made of resources technology, the outdoor environment and other resources.
- The support of additional adults is well focused.
- Children know how well they are doing and what they need to do to improve.
- Planning meets the needs of all children (including differentiated tasks and resources for all ability groups).
- Teachers use effective questioning, modelling and explaining.
- Children are given quality oral and written feedback.
- Teacher use Assessment for Learning (AfL) effectively to inform planning and teaching.
- An emphasis on learning through dialogue, with regular opportunities for children to talk individually and in groups.
- An expectation that children will accept responsibility for their own learning and work independently.
- Praise and encouragement to motivate children further.
- Teachers make effective use of both the indoor and outdoor environment.

4.2 Effective Teaching

There are many principles that guide outstanding teaching. At Red Oaks, we are always seeking to teach in the ways outlined below whilst being realistic about the day-to-day changes that can alter our teaching. We understand that it is only with outstanding teaching that we will achieve outstanding learning.

To achieve outstanding teaching we strive to:

- Be enthusiastic.
- Ensure that teaching is delivered in context, giving it purpose and meaning.
- Ensure a range of questioning is used to gather understanding and also to enhance thinking skills.
- Understand that effective planning will in turn, support effective teaching. This planning should be reviewed regularly taking into account children's interests as ownership will in turn lead to more of a desire to learn.
- Understand the need for clear differentiation to support all abilities.
- Ensure that assessment and observation is used to support and enhance planning and the delivery of lessons.
- Be flexible in teaching styles to ensure every child is targeted and supported.
- Be aware of how best to deploy resources, including support staff (TAs and CSWs), to support all groups within the class.
- Be well read on subject knowledge so that questions can be answered and appropriate challenges given.
- Be consistent with our delivery.
- Be a facilitator of learning, posing appropriate questions that will allow learning to progress. This requires taking risks and opportunities for independent learning.
- Be positive with all stakeholders in learning. Most crucially, to place children at the centre and parents as co-educators. This positivity will instil confidence and self-worth, allowing learners to feel that mistake-making is acceptable.
- Last, but not least, outstanding teaching will be undertaken by someone who enjoys their job. Enjoyment and passion lie at the heart of everything that is good.

4.3 Effective Learning

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into consideration different forms of intelligence when planning teaching and learning styles; linguistic, logical, visual, kinaesthetic, musical, interpersonal and intrapersonal.

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

- investigation and problem solving;
- research and finding out;
- self-directed learning/independent work;
- group collaborative work;
- pair work;
- whole-class work;
- asking and answering questions;
- multi-sensory;
- use of multimedia;
- first-hand experience, fieldwork, visits and in class;
- building on personal experience
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;
- structured play;
- challenge and extension.
- outdoor learning.
- theme days.

Features of outstanding learning include:

- Encouraging children to be reflective learners. Self-assessment and understanding of the next steps in learning.
- Being highly motivated. This is borne out of outstanding teaching. It also arises when children enjoy the subject they are studying, we believe an element of child initiated activity and independent learning therefore is crucial.
- An understanding of targets and success steps required to achieve them.
- Interacting with others. Talking is an excellent way of learning. This talk could be with peers or adults within the class.
- Accepting mistakes as a key to learning. Children feel able to take risks without fear of ridicule and where making mistakes is seen as a necessary part of the learning process. Knowing that understanding mistakes can lead to later success.

4.4 General Expectations for Exercise Books

- All work should be dated. Long date in all books except maths.
- Long dates in all other books
- Title / LO/Skills/Wonderings (depending on subject) are present
- All exercise books should have a printed name sticker on the front
- No doodling/graffiti
- All work to be trimmed (including branding labels) and stuck in straight
- All work to be finished or at least be brought to a meaningful conclusion
- Marking in line with policy
- Buff paper used for dyslexic children (or children with visual stress)
- Rulers to be used for all straight lines
- Highlighted lines to be used to support handwriting where necessary
- In Maths, one number in each square
- All work to be ruled off
- Only use worksheets where absolutely necessary
- A wide range of evidence to be included in books including; photos, diagrams, short and extended writing, graphs, tables and charts, timelines etc
- Please refer to subject policies and policy summaries for subject specific expectations

4.5 Effective use of Support Staff (TAs and CSWs):

At Red Oaks we value greatly our Support Staff, their skills and the support they give teachers throughout the school and every day. Teaching Assistants and Communication Support Workers have a fundamental role in school life and the education of the children, which is seen in the following ways:

- Work as part of the school team.
- Take part in continual professional development.

High Quality Teaching & Learning Policy

- Communicate effectively to all members of staff in written or verbal form in an explicit manner to enhance knowledge and development of each child.
- To engage in any appropriate or necessary meetings.
- To be prepared each day to support children in lessons planned by the teachers.
- To engage children in learning as directed by the teachers.
- To be aware of the individual needs of children, support children accordingly and to update individual education/play plans with teachers when necessary and mark work if working with a group.
- Support teachers with parents.
- To be involved in the teaching of children at the beginning of lessons and support where appropriate and directed by the teacher.
- To take initiative.

5. The Learning Environment

5.1 We believe that an attractive, stimulating and tidy environment sets the climate for learning. An exciting classroom promotes independent learning and high-quality work by the children. Staff have a responsibility for ensuring all teaching spaces throughout the school reflect this standard.

5.2 Displays should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability.

5.3 The purpose of display is to support children's learning. This may be achieved in a variety of ways:

- Interactive displays to engage children in learning and may be accompanied by children's questions and answers.
- Working walls (English and Maths)
- Celebrating success.
- Raising expectations through targets, class rules, vision and mission statement of the school, rewards and sanctions as outlined in our behaviour and learning charter.
- Clarifying daily and weekly routines e.g. visual timetables
- Encouraging independence e.g. self registration, access to resources, self help strategies, class responsibilities, rotas and monitors.
- Motivational prompts and inspiring quotes.
- Encouraging and enhancing inclusivity.
- High profile book corners

5.4 Creative use of internal space has provided areas for small group intervention work or 1:1 tuition and increasingly, external spaces are being developed to provide the 'outdoor classroom'.

5.5 In the Foundation Stage, we provide an 'enabling environment', both indoors and outdoors. The learning environment is designed to encourage FS children to move freely between areas, both inside and

outside. There are continuous provision activities as well as a range of teacher led and independent activities that are set up daily.

6. Assessment for Learning

6.1 Assessment is an integral part of the teaching and learning process. Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis.

6.2 Effective assessment should inform teachers' planning so that appropriate challenges and support are given on a daily basis.

6.3 Children are encouraged to learn how to self-assess so that they can develop into more independent learners more quickly.

6.4 Features of Assessment for Learning used in our school include:

- Lessons planned following formative and summative assessment and gap analysis.
- Target setting;
- Skilled questioning;
- Oral and quality written feedback;
- Self and peer assessment.

7. Monitoring

Monitoring will take place in a number of ways:

- Formal lesson observations (by SLT or subject leader)
- Learning walks
- 1:1 book looks
- Peer book looks and moderations
- Cluster moderation
- Pupil interviews, surveys and conferencing
- Governor focus days

SLT and Subject Leaders will celebrate the positives with their colleagues as well as discussing some ways in which to continue to develop. SLT will triangulate all evidence collected to inform overall judgements.

Summarised and anonymous evidence will be shared with the LAB.

8. Intervention

8.1 It is expected that the great majority of children at Red Oaks will make a sufficient rate of progress through quality first, class based teaching. However, for some children, this approach may not be sufficient and these children, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

8.2 The first wave of intervention starts with quality first teaching in the classroom, with the effective use of guided groups and appropriately differentiated questioning and tasks.

8.3 If children are identified as falling behind and requiring a 'boost' to work towards an age-appropriate level, a second wave of additional, time-limited support will be planned. Central to the effective planning of personalised intervention programmes is the knowledge the teacher has of the gaps and next steps. As a result, pre and post teaching will be used with flexibility, picking up different children who need support depending on the concept taught. Wave 2 sessions will be in addition to English and Maths sessions.

8.4 The third wave of intervention is for children who are identified as SEND Support. The support provided may include 1:1 tuition or SEND specific programmes.

8.5 Red Oaks School follows the Dyslexia Friendly guidelines and has the Dyslexia Friendly Accreditation. Consequently, each teacher plans a curriculum and the teaching and learning within it according to these guidelines so that the needs of pupils with dyslexia are met.

8.6 The school provides an Individual Educational Plan (IEP) or an Individual Play Plan (IPP) for each of the children on the special education needs register. This sets out the nature of the special need and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

See Curriculum and SEND policy for further guidance.

9. The role of the....

9.1 The Role of the School

We believe that it is essential to develop strong partnerships with the home if our children are to achieve their full potential. Parents and school working as partners can only increase pupil achievement.

We inform parents about what and how their children are learning by:

- Holding curriculum evenings to explain our school strategies for teaching.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying.
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with homework.
- Holding parents' evenings which provide an opportunity to discuss progress children are making.

9.2 The role of the Staff Member

We believe that the staff member has a responsibility to:

- Be a good role model and help create a happy, safe and stimulating learning environment
- Understand different styles of learning and differentiate/support accordingly
- Have all pupils well-being at the forefront of their minds, providing a listening ear for pupils when needed
- Provide clear feedback to both children and staff to help them always achieve their best
- Communicate with all stakeholders effectively where appropriate
- Follow school policies to ensure Quality First teaching and support
- Celebrate all success and be child-centred.

9.3 The Role of the Child

We believe that the child has a responsibility to:

- Participate as fully as possible in the learning opportunities and help other children to do the same.
- Work hard and try his/her best.
- Behave appropriately in school according to the school's behaviour and learning charter.
- Be polite and helpful to other children and adults in school.
- Come to school regularly and be on time.
- Talk at home about what he/she has learnt at school.
- Take good care of the school environment.

High Quality Teaching & Learning Policy

- Do the homework regularly and bring it back to school.
- Wear the correct school uniform.
- Tell the teacher or an adult at home if he/she finds the work difficult.

9.4 The Role of Parents

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

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Ensure that their child is supported with homework activities which consolidate learning.
- Inform us of their child's interests and capabilities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

9.5 The Role of the LAB

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

- Help to allocate resources effectively.
- Ensure that the school buildings and premises promote successful teaching and learning.
- Ensure that high quality staff are appointed.
- Monitor how effective teaching and learning strategies are in terms of raising child attainment through link visits to the school and in consultation with subject leaders.
- Ensure that staff development and performance management policies promote good quality teaching and learning.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's report to the LAB as well as a review of the in-service training sessions attended by our staff.
- Participate in whole school focus days that relate to the School Development Plan

10. Celebrating Achievement & Success:

10.1 We strongly believe that celebrating achievement is an effective way of motivating and rewarding children.

10.2 At Red Oaks, we celebrate in the following ways:

- Verbal or written praise by teachers, peers, Headteacher and parents
- Displays of work
- Celebration assembly
- “Talent” page on the school website
- Awarding of stickers, house points, certificates and Dojo points
- Publication on the school website.
- Postcards
- Children’s SEF
- Children’s SDP
- Family talent show
- Public performances
- Class Dojo points

11. Monitoring and Review

11.1 To monitor & evaluate the impact of this policy, we use a range of strategies including lesson observations, scrutiny of work, talking to children and teachers, and analysis of data.

11.2 We are aware of the need to review this teaching and learning policy so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

11.3 At the next policy review (May 2022), this policy will be updated to reflect the outcomes of any government changes or changes in school policy.

Agreed Curriculum times for each subject

APPENDIX 1

Daily timings:

KS1

8.40am – 10am Teaching time
 10am-10.20 Assembly and singing time
 10.35am-12pm – Teaching time
 1pm-3pm – Teaching time (15 min break)

TOTAL = 23.3 hours + assemblies

KS2

8.40am – 10am –Teaching time
 10am-10.20am – Assembly and singing
 10.35am – 12.15pm – Teaching time
 1pm-3pm – Teaching time

TOTAL = 24.5 hours + assemblies



Please note that assembly time is learning time and is in addition to the above timings at 20 mins daily = 1 hour 40 mins a week

Subject	Time given for weekly teaching		Notes
	Key Stage 1	Key Stage 2	
English	5 hours	5 hours	History/Geography links
Spelling	1 hour	1 hour	
Reading/phonics	2 hours 15 mins	2 hour 30 mins	
Maths	5 hours	5 hours	
Science	1 hour 45 mins	2 hours	Cross curricular maths links
Computing	1 hour	1 hour	
PSHE	30 mins	30 mins	
MFL	0	30 mins	
Music	40 mins (only 20 mins weekly but taught for 40 mins every 2 weeks) + singing	40 mins (only 20 mins weekly but taught for 40 mins every 2 weeks) + singing	Every 2 weeks plus 20 mins singing each week (20 mins comes from additional singing time)
Art	1 hour	1 hour	May be taught every other week in larger blocks
RE	30 mins	30 mins	
DT	1 hour	1 hour	May be taught in larger blocks. This also includes cookery
Geography	1 hour	1 hour	
History	1 hour	1 hour	
PE	2 hours	2 hours	
TOTAL	23 hours 20 mins	24 hours 20 mins	

- These times may vary slightly from week to week but as an average, this is what we aim to teach.
- There are many cross- curricular learning opportunities that will boost curriculum time in many of these areas, particularly foundation subjects.
- Occasionally the school will hold themed weeks or days which may focus on a particular subject
- Some subjects are not taught weekly but may be on a two week cycle
- Each week there are opportunities for mindfulness, peer massage and for adults to read to children. This may mean that some lessons are slightly shorter at times but the time will not always be taken away from the same subjects.

- DT may be taught in longer blocks and not weekly due to the tools and materials needed
- RE also to be taught as a cross-curricular day project once a term (3 x a year)

Assessment Summary 2020.21

APPENDIX 2

At Red Oaks we believe that both formative and summative assessment is the key to enabling successful and effective progression for all.

Summative Assessment

As teachers we are assessing constantly. At Red Oaks we believe that assessment during your lesson is very powerful. We expect all teacher and TAs to work together to record any assessment based on a specific LO in the class Learning journal. How this is recorded, is up to the class teacher to decide; some teachers prefer to write LOS and the names of those WT/EXS/GDS while others prefer to stick in a spare LO and a class list which they then highlight off. We expect children who are identified as WT to have either pre or post targeted intervention to ensure all children are given the upmost opportunity to achieve their daily LO.

Marking on the move/live marking allows teachers to identify children in lessons who are struggling with an LO or exceeding. These children can then be immediately supported or extended. Hinge questions at the end of an input or halfway through a lesson will allow teachers to identify those who are less confident with the LO and then work with them.

Formative Assessment

Formative assessment happens in Term 2, 4 and 6 (Y 1-3 weeks 2-3, Y4-6 week 4). In addition to these assessments, Y1 will also sit the Phonics Screening Check in the second week on June (practice papers T3 also) and Y2 and Y6 will sit SATs in May (Term 5). Y6 also assess in Term 1 and Term 3

	Y1	Y2	Y3	Y4	Y5	Y6
Writing	6 pieces of work must be uploaded onto the spreadsheet by the lockdown date. These pieces should be from a range of subjects. Many teachers prefer to keep a paper copy of the writing spreadsheet in the back of books that can be highlighted off when marking. It is recommended to record more than 6 pieces and then upload the best. If it is clear that a child can confidently do an objective that is not in any of the pieces you have chosen to upload, this may be used and referenced in the comments box.					
SPaG		1x spelling paper 1x PaG paper	1x spelling Spag.com- lpads	1x spelling Spag.com- lpads	1x spelling Spag.com- lpads	1x spelling paper 1x PaG paper
Reading	-Phonics GPCs (feeds into word reading) -Word reading 1:1 -Phonics screening -1x comprehension paper if scored 80% on word reading.	2x reading papers -Phonics screening for chn who did not pass	1x reading paper	1x reading paper	1x reading paper	1x reading paper
Maths	Paper A Paper B (to be completed in groups see guidance)	1x arithmetic 1x reasoning	1x arithmetic 2x reasoning	1x arithmetic 2x reasoning	1x arithmetic 2x reasoning	1x arithmetic 2x reasoning
SATs papers used		T2- 2016 T4- 2017 T5- SATs				T1 -2019(week 2) T2 -2018 (week 4) T3 -2017(week 4) T4 -2016 (week

						5) T5 - SATs
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All assessment guidelines and administration of papers is kept in the pink folder in the Pod and is sent out electronically in Term 2. During any formative assessment the children must work independently with only encouragement and support to keep going. If any child requires a scribe or a reader then this should be recorded in the folder under Transition on the shared area. It should also be considered where the best place to undergo the test is for specific children. Any children who formally require a reader or a scribe will be assessed by the SENDCO in Term 4. Teachers must request the amount of buff papers they require. No specific teacher or input should be administered prior to the test. Once the data is ready it will be emailed to teachers. This should then be used to prepare for progress meetings and complete ISI sheets in advance.

Foundation Subject Assessment

For Geography, History, Science & Computing, teachers will transfer assessment information from books (Geography, History, Science) and from work (Computing) to a spreadsheet that has the objectives from our curriculum framework which is clearly limited to our progression map. At the end of each academic year, the spreadsheet will calculate the % of children who have achieved each objective. It will also calculate the % of objectives achieved in each subject for each child. Subject teachers must use this information to analyse strengths and weaknesses and decide how to drive improvements forward. Throughout the years the progression map references remain the same but build progressively. In this respect, we are able to see if individual children have retained and developed knowledge and skills.