Sedlescombe Church of England Primary School

Assessment for Learning and Teaching Policy 2023-2024

Person Responsible for Policy	Headteacher
Date shared with staff	September 2023
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Signed Chair of Governors	

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Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

The Teacher

I have come to the frightening conclusion:

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that creates the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, a child humanised or de-humanised.

Haim Gingott

INTENT

INTRODUCTION

At Sedlescombe Church of England Primary School we believe our school should be a place where we are all learning together and that this is driven by curious and enquiring minds. Our Assessment for Learning and Teaching Policy, Curiosity Curriculum and our Vision and Values are the foundation upon which all of our work is built. It is these documents that bind together all other policies making all that is practiced consistent, high quality and purposeful throughout our school.

We believe that high-quality learning arises when children are curious and motivated to learn. To make sure that children want to learn we have developed an inspiring and unique curriculum in which curiosity is the seed from which everything grows (see Appendix 1 for our Curriculum Intent Statement).

This curriculum needs to be taught to the highest possible standard and therefore our Assessment for Learning and Teaching Policy sets out our research-based expectations for assessment and teaching at Sedlescombe Church of England Primary School. It sets the benchmark for everyone who teaches our children.

At Sedlescombe Church of England Primary School we believe that accurate and productive use of assessment of pupil's learning is the basis of effective learning and teaching which allows children to make rapid and sustained progress. Learning is greatest when teaching is focused on what each child's next steps should be. Understanding what pupils need to learn next is determined by two different forms of assessment; assessment **for** learning and assessment **of** learning.

AIMS:

The Assessment for Learning and Teaching Policy at Sedlescombe aims to:

- Explain how we will provide a safe and nurturing environment where everyone is able to learn and grow as a unique individual and develop enquiring minds and a love of learning.
- Set the expectations for teaching so that staff are aspirational and know what outstanding teaching and learning looks like at Sedlescombe, so teachers are supported to deliver lessons of the highest standard.
- Promote high expectations and ensure all staff have the skills and knowledge to identify gaps in children's learning and to address this in their teaching so all children make rapid and sustained progress.
- Involve pupils, parents and the wider school community in pupils' learning and attainment. Provide regular information for parents/carers that enables them to support their child's learning at home.

GUIDING PRINCIPLES:

At Sedlescombe the ethos and environment for learning are given high priority as children need to feel safe and valued to be able to learn. Learning should take place within the Christian vision and values of our school. We believe that relationships are the most important thing in our school. The way staff, children and parents/carers relate to each other is fundamental to the success of everything we are trying to achieve.

In all that we do we aim to show:

- **Kindness** in our relationships with the children, each other and the parents and carers at our school.
- **Courage** challenging ourselves and the children to attain the highest possible standards of teaching and learning so that we can be an outstanding school.
- **Honesty** to the children about their learning; the parents and carers about their child's learning and how they can support them; with each other so that we can recognise our strengths and seek to continually improve.
- **Aspiration** for ourselves and our children by using adaptive teaching practices, working to remove barriers to learning for all children, engaging in CPD and aiming high for all our children. Helping every child to achieve their God given potential.
- **Thankfulness** through behaving in a courteous way in which everyone is respected and valued. Everyone at Sedlescombe has something to offer and is appreciated.
- **Forgiveness** by accepting that we all make mistakes and that this is an important part of the learning process. Every day is a fresh start with a new opportunity to learn.

As a school we also seek to promote **equity**. Giving everyone what they need to achieve success. At Sedlescombe we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential. This looks different for every child. This is also true when supporting staff to grow and develop into outstanding teachers.

LEARNING ETHOS:

Learning Behaviours:
Children need to play their part in the learning process, and we want them to develop the skills they will need to be life-long learners. To support this aim, we have chosen six core learning behaviours that we seek to teach and model to the children in all that we do (see Appendix 2). Our learning behaviours are:

- Courage
- Creativity
- Cooperation
- Curiosity
- Independence
- Aspiration

We want children to be courageous learners who are willing to take risks, learners who can think creatively and use their learning to solve problems; learners that are cooperative and are willing to support each other in their learning and to learn from others; who are curious and ask questions and challenge; independent learners with high aspirations who want to do their best so that they make rapid and sustained progress.

Learning Zones:
It is important that children understand how they learn and the conditions and state of mind that support them to learn. Our aim is to keep children in their learning zone, limit the time spent in their comfort zone and keep them out of their panic zone (see Appendix 3).

When children are in their comfort zone children are not moving their learning forward because there is no challenge or risk taking (the children are not being courageous learners). This is a good place to build new learning from as it develops confidence and consolidates learning, but children need to be moved quickly into their learning zone.

Sometimes children can over stretch themselves and take the level of challenge too far so that they move out of their learning zone into their panic zone. Here children can be overwhelmed and experience anxiety, they then move into their reptilian brain where thinking and learning cannot take place.

Teachers need to create an ethos in which children are encouraged to work in their learning zone so that they can make rapid and sustained progress and are confident and happy learners. They also need to create a safe learning environment so that children are not in their panic zone.

ROLES AND RESPONSIBILITIES:

Providing high quality learning experiences will demand dedication and commitment from everyone in our school to sustain the high expectation we have set. Teaching and learning is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teacher's Standards
- Follow the expectations set out in this policy, the Behaviour for Learning Policy, Learning Environment Policy and plan in line with our Curiosity Curriculum.
- Update parents and carers on children's progress through consultation evenings, assessment data and an annual written report on their child's progress.

Support staff at our school will:

- Know children well and adapt teaching to meet their individual needs.
- Support teaching and learning with flexibility and resourcefulness and identify and use resources to support learning.
- Meet the expectations set out in this policy, The Behaviour for Learning Policy and Learning Environment Policy.
- Use effective marking and feedback as required and feedback observations of children and their learning to the class teacher.
- Demonstrate and model themselves as learners and ask questions to ensure the expectations for learning are understood.

Subject leaders at our school will:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills that align to the school's Curriculum Intent Statement.
- Sequence lessons to allow children to make good progress from their starting points.
- Provide teachers with the necessary resources for learning.
- Drive improvement in their subject by keeping up to date and well-informed by engaging with subject associations, Twitter and Facebook pages and disseminating best practice.
- Work with teachers to identify any challenges and improve on any weaknesses identified in their monitoring and sharing ideas, resources and good practice.

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff to account for their teaching and learning and provide support through coaching, mentoring and CPD to improve staff's practice and subject knowledge. Promote team working and encourage sharing of best practice.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school and manage resources to support high-quality teaching and learning.
- Address under achievement and intervene quickly.

Children at our school will:

- Behave in a way that enable them to learn and does nor prevent others from learning.
- Put maximum effort and focus into their learning taking responsibility for their own learning and supporting others in their learning.
- Be curious, creative, courageous and ambitious learners who know how to and want to improve.
- Complete home learning activities as required and read every day.

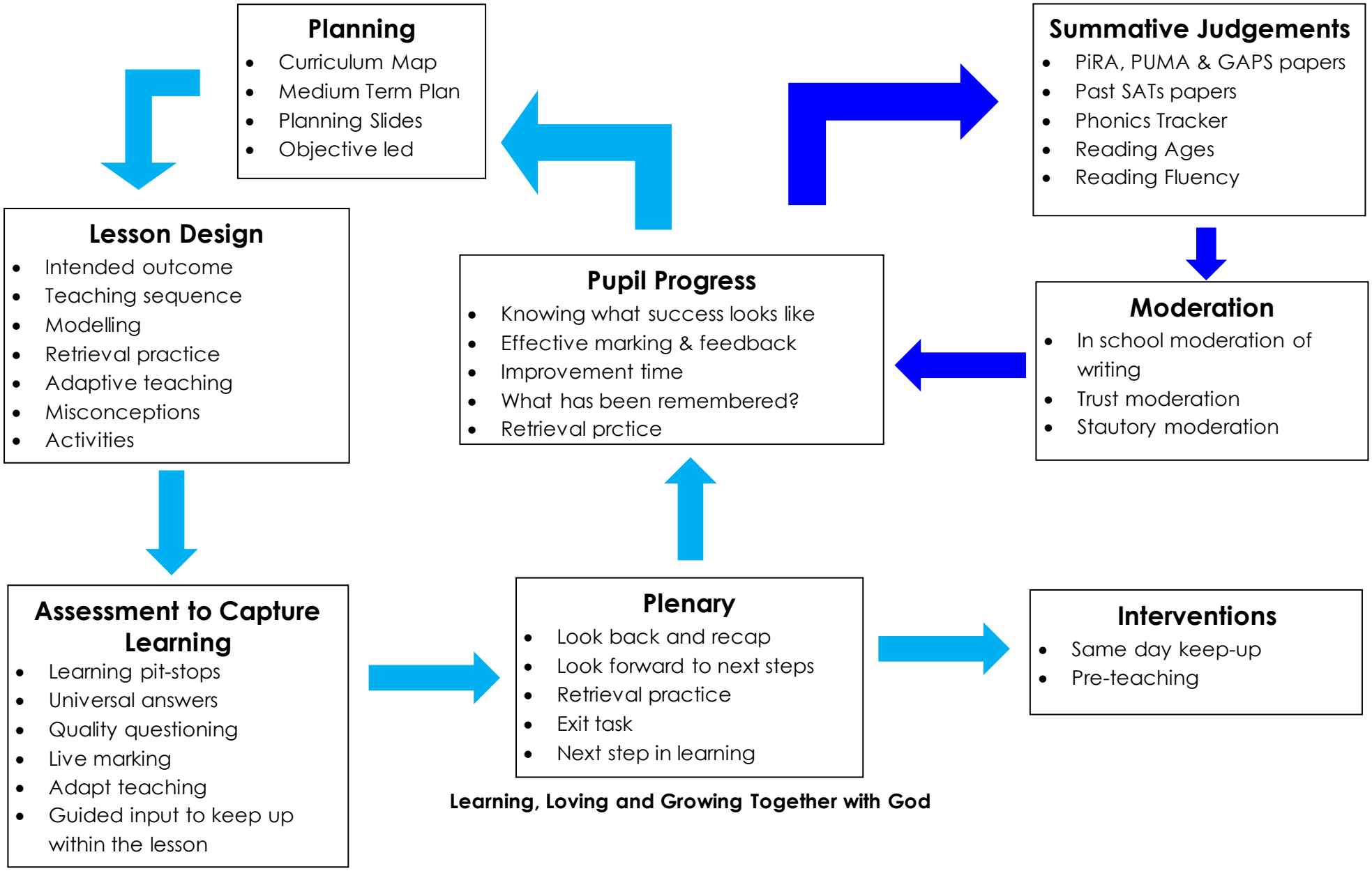
Parents and carers of children at our school will:

- Value learning and encourage their child as a learner.
- Make sure their child is ready and able to learn each day including getting them to school on time and support good attendance.
- Attend meetings about their child's progress and attainment and communicate with school to share information promptly.
- Support and encourage children with home learning activities.

Governors at our school will:

- 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 on children's progress.
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Assessment for Learning and Teaching Sequence



PLANNING FOR LEARNING AND TEACHING

Planning is a process, not a product. It has one purpose; to enable high quality teaching which enables all children to learn.

Before starting to plan teachers need to be clear and precise about the knowledge/skills they want the children to learn in every lesson.

"If you don't know where you are going,
how will you know when you have arrived?"

Lewis Carroll

Planning is about hard thinking, not form filling or activity selection. Teachers need to spend time thinking about what they want the children to learn (the outcome) before considering what they want the children to do (the activity).

The questions that the teacher needs to ask when planning a lesson are:

1. Where are the children starting from?
   What prior knowledge do the children have?

2. Where do you want the children to get to?
   What is the intended learning?

3. What barriers are there that children may need to overcome?
   What adaptive practices could you use?

4. How will you know when the children are there?
   What does success look like?

5. How can you best help the children to reach this goal?
   What is the best teaching sequence?

Learning Intentions

It is important that the teacher, children and support staff are all clear about the key learning and core knowledge/skills that will take place in each lesson.

Teachers should make the learning intention explicit to the children, this does not mean it has to be written down, or that it has to be at any particular point in the lesson, but all children should be able to say what they are learning/have learnt in each lesson. As Claire Gadsby says:

"Sharing learning intentions is all about letting children 'in on the game'; in other words, giving them access to the bigger picture. They need to understand not just what is being learned but also to have some sense of why."

(Perfect Assessment for Learning, p16)

It is important that children actively engage with the learning intention and don't just simply copy it down. A range of examples on how to make learning intentions engaging is given in Perfect Assessment for Learning by Claire Gadsby page 21. In addition, if the learning intention is not clear effective feedback cannot take place and this will limit the progress that children can make.

What Does Success Look Like?

"Pupils' progress is accelerated when they are clear about the success criteria for the intended outcomes and are able to judge the quality of their work and know how to improve it. This requires teachers having a good understanding of progression in the key concepts and skills in a subject."

Assessment for Learning: 8 Schools Project Report, 11

This is not about writing a list of success criteria on the board that children simply tick off, it is thinking about:

- What does success look like?
- What is the teaching progression needed?
- What do children need to do / include to be successful?
- How is this shared with the children?
- How do children use this to make improvements to their work?

Sharing what success looks like helps to plug the gap between teacher expectation and pupil outcome. The children need to know what success looks like, so they know when they have arrived and been successful.

For example, in a piece of writing the children need to be clear about the audience they are writing for, the purpose of the writing and the intended impact on the reader. In D&T the children need to have a clear design brief, so they know what and who they are designing a product for. In maths what are the steps needed to carry out long multiplication avoiding making a calculation error so they can get the right answer. In PE how can a throw be made more accurate so they can pass a ball to a teammate?

When deciding what success looks like be careful not to impose a ceiling on or limit on children's achievement and ensure that there is the option for children to personalise their learning.

Children should be involved in the co-construction of what success looks like as this can be more effective as children have actively engaged in the process. The teacher can ensure that there is no mismatch between their expectations and the children's outcomes. For example, when modelling a piece of writing the children could take notes on what the teacher did to help them to be successful and then the notes can be discussed and used to create a writing aide memoire.

Long Term Planning

Each subject leader has designed a curriculum map for their subject based on the school's curriculum intent statement (Appendix 1) which builds on and enhances the minimum requirements as set out in the National Curriculum, EYFS Statutory Framework and East Sussex Agreed Syllabus.

Our Sedlescombe Curiosity Curriculum sets out the long-term plan for each subject and this is the starting point for all planning. It identifies the prior learning, outcomes, core knowledge, vocabulary and rich texts to support children in knowing more and remembering more.

A copy of the Curiosity Curriculum Map and all long-term plans are available on the school server.

Short Term Planning
We do not expect teachers to produce individual lesson plans but we do expect to see evidence of short-term planning in the form of planning slides. In addition to this the learning for the week should be mapped onto a weekly overview (Appendix 4) which simply states the key learning for each lesson.

The **planning slides** must contain all of the information that is required to clearly sequence the children's learning to achieve the desired learning outcome.

They should be adapted daily in line with the feedback and reflections on the previous learning so that misconceptions are addressed, any gaps are plugged and additional challenge added when needed. It may be necessary to add a **pause lesson** so that gaps can be plugged or core learning consolidated.

They should be saved on the server weekly in the following folder:

staff drive 2011 onwards // Curriculum Planning// current academic year// year group//term

Effective Lesson Design
Effective planning and lesson design is the starting point for quality teaching and learning. It can be viewed as a series of decisions which build a planned series of learning episodes. Skilful lesson design, in which children progress in their learning and the curriculum, is methodically constructed to deliver small and efficient steps of progression.

- Locating the teaching sequence or lesson in the context of:
  - the scheme of work
  - the pupils' prior knowledge and understanding
- Identifying the learning objectives for the pupils
- Structuring the teaching sequence or lesson as a series of episodes by separating the steps into distinct stages or steps and selecting:
  - The best pedagogic approach to meet the learning objectives
  - The most appropriate teaching and learning strategies and techniques
  - The most effective organisation for each episode
- Ensuring coherence by providing:
  - Retrieval practice to activate prior learning
  - A stimulating start to the lesson that relates to the objectives
  - Transitions between episodes which are clearly signposted for pupils
  - A final plenary that reviews learning and identifies next steps

Plan for Error
When planning lessons, it is important to plan for what we want our pupils to do and learn but to also plan for the errors that the pupils could make and misconceptions that they may already have.

This enables the teacher to make these possible errors explicit through direct teaching and modelling, as well as the strategies that we can use to overcome these errors. By considering these errors the teacher can also anticipate the prior learning that will be required for pupils to be successful in the lesson and plan for this knowledge to be retrieved back into working memory. This could be achieved through a short starter/retrieval practice that will help make the links between prior knowledge and the new learning more explicit.

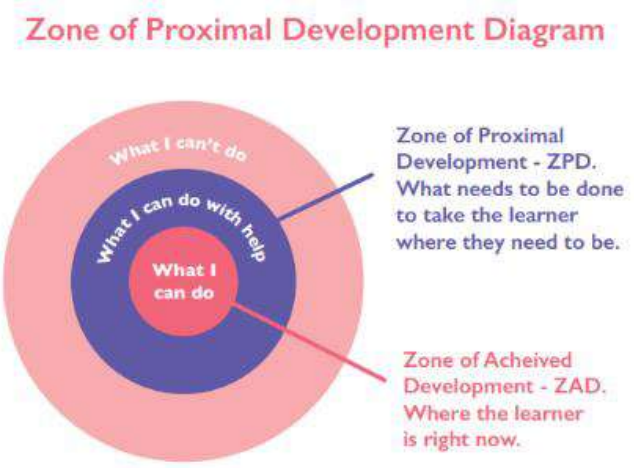
Anticipate Barriers

Barriers should not be confused with desirable difficulty and therefore removal of challenge. It is not about lowering expectations. It is about choosing effective adaptive practices to ensure that all children can achieve the desired learning intention.

Plan for Challenge – Aim for the Top

"We are a challenge seeking species! We like doing things that are difficult as long as the conditions are characterised by high challenge and low threat." Mary Myatt

When planning always start with the hardest criteria that can be assessed. This will ensure that you are being aspirational in terms of what you want the children to achieve. Then when you are planning you can begin to layer in interventions and support as appropriate with scaffolding according to need, not prior labelling. For further ideas look at the section on Adaptive Practice and the Adaptive Practice Toolkit available from the DCAT Landing Page.



The zone where instruction is the most beneficial is when the task is just beyond the individual's current capabilities. What we refer to us the learning zone.

This helps to ensure that all pupils are appropriately challenged. As John Hattie suggests, "if you are not challenged, you do not make mistakes. If you do not make mistakes, feedback is useless." Too hard and pupils will not get the intrinsic satisfaction of solving a problem. Too easy and pupils will get bored and fail to develop.

If we are going to challenge children to make sure that they are all in their learning zone (zone of proximal development) you also need to consider how you will adapt your teaching to ensure that all children reach the learning goal.

To learn, children must be presented with tasks just outside their ability range. Challenging tasks promote maximum cognitive growth.

Teachers therefore need to have a full understanding of the progression for the concept being taught so that the planned tasks progress in difficulty and misconceptions can be anticipated.

Planning must start from the information you want pupils to know by the end. Then plan the activities and key questions for the lesson. Don't start from the activity as the learning becomes lost. Always keep the learning intention in mind, aiming high.

Planning to Meet the Needs of all Children

Knowledge of the children, their prior attainment and any additional needs or vulnerabilities is a key part of planning.

Teachers are expected to know the profile of the children in their class by looking at pupil assessment data on Insight, attendance on Arbor, SEND Register and SEND pupil profiles and the Vulnerable Pupils register (further information can be obtained from the Inclusion Leader).

Key information is also shared at the end of each year in Pupil Handover Meetings and each teacher must prepare for this meeting by completing the pro-forma in in Appendix 5. This aims to ensure that all the key information is handed on in a timely manner.

When planning teachers should consider the different pedagogical approaches that can be used to engage, scaffold, motivate and challenge all learners, so that most students find a learning fit most of the time.

High quality teaching is the first wave of intervention for meeting the needs of SEND pupils (it should be noted that best practice for SEND pupils is usually best practice for all pupils). Therefore, when planning teachers should also consider which adaptive teaching approaches will support the children and groups of children in their class and ensure that these are planned for and resourced.

The role of additional adults should also be carefully planned so that they support children's learning, this does not mean always working with the slow graspers or lowest attaining children.

ADAPTIVE PRACTICE

Pupils should be expected to get over the same bar,
but will need different ladders to reach the bar.

Adaptive practice is planning to meet the needs of different children; it is not a blanket approach. There are three key words; **assess, adjust and adapt.** Successful adaptive practice cannot be achieved in isolation.

Adaptive practice happens before the lesson and during the lesson; it is "adapting planning prior to the lesson and adjusting practice during the lesson" (EEF, 2021). It is about planning for and teaching ALL learners in front of us in the classroom at that time. It is the same diet and the same ambition. Ultimately the goals should be similar for all, it is the support and scaffolding to achieve the goal and the time taken to achieve that which differs.

"Adaptive teaching is creative and innovative, teachers "mix and match from the available approaches, selecting the best one of each and combining them in creative and stimulating ways in their classroom" (Patterson, 2000, (p.267).

It gives every child the chance to learn so that no child is left behind and is a useful strategy for the creation of a fully inclusive classroom.

Full guidance and support on Adaptive Practice can be found in the DCAT Adaptive Practice Toolkit and Adaptive Practice Toolkit Resources available on the server and DCAT Landing Page.

Early Years Foundation Stage (EYFS)
Details on assessment, teaching and learning for the EYFS can be found in our EYFS Handbook and details of what is to be taught on the EYFS Curriculum Map.

LEARNING ENVIRONMENT

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported, valued and a sense of belonging. To ensure all students are confident in knowing what is expected of them in terms of work, behaviour, all teachers are expected to have:

Positive Relationships
Children's basic needs have to be met before they are able to begin learning and this means that relationships are crucial as it is the teacher that sets the tone and atmosphere of the classroom. Therefore, teachers must:

- Welcome all children into the classroom when they arrive and value each for who they are.
- Use positive framing to remind children of expectations and learning routines Use meaningful praise and rewards as much as possible e.g. Party Points and Values Stickers.
- Have restorative conversations when necessary e.g. in a break time, before the day ends.
- Demonstrate consequences are temporary and will be forgiven e.g. new lesson, day is a fresh start.
  (See Behaviour for Learning Policy for more guidance)

High Expectations
Teachers should always have high expectations for learning and behavior. It is not important to use preconceived ideas to put ceilings on children's attainment.

- Teach to the top, with necessary scaffolds to support those who need it e.g., additional resources such as manipulatives, visuals, adult support and pre-teaching.
- Promote active engagement – not just compliance. There should be 100% participation from every child in the class – there is no-opt out.
- Establish a growth mindset culture, mistakes are the stepping stones to success and should be celebrated as an important part of the learning journey. Use the language of "not yet".
- Focus praise on effort and value the "struggle of learning".

Clear and Consistent Routines
Teachers need to have clear routines so there is a safe, orderly learning environment and learning time is maximised. Every teacher should be aiming for, "no lost learning time".

- Meet and greet every child at the start of the day.
- Have a clear start of day routine so learning starts from the moment the children enter the classroom.
- Display the visual timetable for the day so the children are prepared for the day and know what is happening.
- Ensure the learning environment is well-organised and uncluttered so children can freely access resources to scaffold their learning.
- Clear end of lesson and end of day routine to reduce lost learning time.
- Follow the Behaviour for Learning Policy fairly and consistently.

Further information on the expectations for the physical and emotional learning environment of the classroom can be found in the Learning Environment and Display Policy.

IMPLEMENTATION

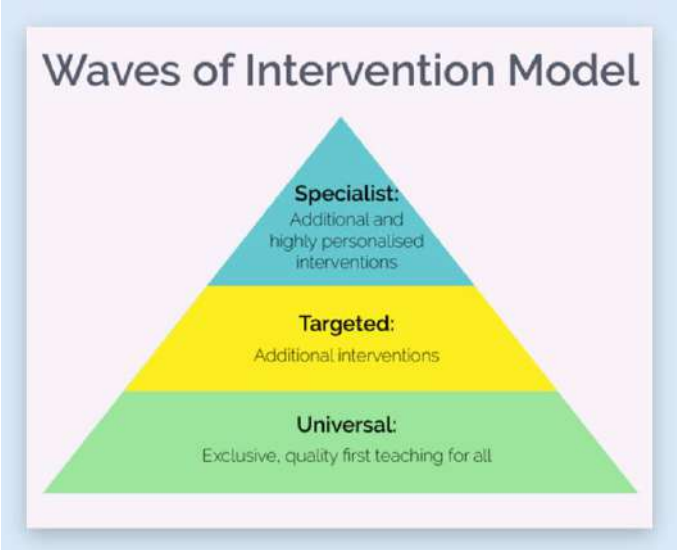
HIGH QUALITY LEARNING AND TEACHING:

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." Professor Dylan William

Quality First Teaching (QFT):
In 'Personalised Learning – A Practical Guide,' the following definition is given:

'QFT draws on a repertoire of teaching strategies and techniques that are closely matched to the specified learning objectives and the particular needs of the children in the class. It demands **100% participation** from the children and sets high and **realistic challenges**. It does not 'spoon feed', it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by **actively promoting pupil talk**. Lesson organisation is fit for purpose. Behavioural issues are addressed initially through teaching and learning considerations with behaviour for learning as the focus rather than behaviour management.'

QFT is a universal approach for all children in a class and it is teaching that emphasises high quality adapted and inclusive teaching for all pupils so that all pupils make progress and underachievement is reduced.



The basis of QFT is well sequenced and managed lessons with clear pedagogical choices and effective and robust assessment for learning. It includes adapted and inclusive learning for the whole class. This personalised approach to learning requires teachers to use adaptive teaching approaches so that if pupils do not understand a new idea the first time, it is retaught in a different way. We 'personalise' to the need of the pupils who did not understand by finding a teaching method that is more accessible for them.

Through effective teaching we expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning.

Targeted Teaching:
This is additional intervention that goes alongside QFT it is not a replacement for QTF but an enhancement when needed and for those who need it.

- **Pause Lessons:**
  In some cases, the whole class may be struggling to grasp a concept being taught or it may quickly become apparent within a lesson, that the children do not have the necessary pre-requisite knowledge in order to grasp the new concept being taught. In some instances, this may be able to be addressed using a learning pit-stop, however, in some cases it may be necessary to plan a pause lesson to teach the children the knowledge and concepts needed to progress further.

- **Keep-Up Sessions:**
  Keep-Up allows for over teaching, pre-teaching or consolidation and must be delivered before the next lesson in the teaching sequence. It allows children who have started to fall behind within the lesson to be given precise, corrective instruction in a small group or 1:1 to quickly get children back on track and meeting age-related expectations. The identification of the children is based on effective assessment for learning within the lesson.

Personalised Teaching
Sometimes despite high quality universal teaching and rapid targeted intervention some children will need a more personalised programme of support to address gaps in learning or a specific learning difficulty. The aim is to give additional support to really help those learners struggling to keep-up and to narrow the attainment gap. This may require the use of specialist teaching programmes such as Lexia or Toe by Toe. Where a personalised intervention is needed this will be organised with the support and expertise of the Inclusion Leader. Specific targets will be set with clear milestones.

QUALITY FIRST TEACHING TECHNIQUES:

These QFT techniques allow all children to access learning and succeed with even the most challenging content if scaffolded appropriately.

There is no such thing as a "typical lesson" what a lesson looks like will vary from subject to subject and teachers may utilise a variety of different strategies based upon professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

Explicit teaching of Vocabulary
Vocabulary should be taught not caught. During the planning stage, teachers should identify the tier 2 and tier 3 vocabulary words that they will explicitly teach during the lesson and devise opportunities for the children to explore the words in context as well as identifying examples and non-examples. As the lesson progresses, teachers will assess the children's understanding of the taught vocabulary, which will inform future teaching and learning opportunities.

The Three Tiers of Vocabulary are:

- Tier 1 – Common, basic, everyday words
- Tier 2 – Academic words used in texts across multiple contexts
- Tier 3 – Academic words that are discipline specific and very narrow in their usage
  The vocabulary to teach in each subject has been identified by Subject Leaders on their Subject Curriculum Map

Further information can be found in the guidance: Improving Children's Vocabulary through High Quality Texts, Games and Activities produced by the English Leader.

Modelling - (I do):
Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. To learn to do something children first need to watch and listen to an expert guiding them through the process, step by step, before they try the learning themselves. Modelling slows down the process so it can be seen clearly.

In effective modelling the teacher:

- **Worked Example**
  Demonstrates a worked activity/problem in front of the students e.g. on IWB or using a visualiser (this needs to be planned for and carefully crafted at the planning stage).

- **Thinks Out Loud**
  Show the thought process and in particular the metacognitive thinking of how to approach solving the problem e.g. What do I know about problems like this? What knowledge do I already have that I can use? What has helped me to be successful in the past? This should include self-regulation techniques to support the learner to keep going and experience success in their learning e.g. feelings of frustration and how to maintain effort.

- **Make Mistakes / Address Misconceptions**
  At the planning stage identify the possible errors and misconceptions and address these in the modelling. Show that it is OK to make a mistake and empathise that it can be a struggle to learn something new e.g. I found this bit challenging. I need to be careful because this is where I know I can make mistakes.

- **Quick Fire Questioning:**
  At the modelling stage it is just the teacher who is sharing ideas and working out the problems. The children can be kept involved through quick fire questions. Why am I doing this now? Is this right? What do I need to remember? Older children can also take notes or start drafting success criteria.

- **Examples and Non-Examples:**
  It is important to show children images of a range of examples and not sell a single story e.g. a triangle is a triangle whatever way it is orientated so show lots of different orientations of a triangle as well as what it is not. Non-examples are just as important as lots of different examples in clarifying understanding.

Guided Practice - (We do):
Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

The teacher and children work through examples together or construct a piece of writing together. Children can think and pair before sharing as a class.

This is a crucial time for assessment for learning to check the children's understanding, identifying what has and has not been understood and by whom. The teacher can pick up problems early before children start their independent practice.

Independent, Deliberate Practice - (You do)
Children must be given time and opportunities to practise and rehearse new skills and knowledge in a number of different ways in order to master it. During this time adaptive teaching techniques maybe used to scaffold children, but for the majority of students scaffolding will be removed.

All practice needs to be carefully planned, deliberate and ideally just outside the child's comfort zone so that they are in their learning zone. The children should be given opportunities to apply the new knowledge in a variety of different contexts and ways.

There should be ongoing assessment for learning to ensure that the children have mastered the new skill or acquired the core knowledge. Any misconceptions need to be quickly addressed.

This is a key time to undertake live marking and give feedback to children which will accelerate their progress and help them to become more independent. See section on effective feedback.

ASSESSMENT for LEARNING

Assessment for learning involves the use of assessment in the classroom to raise pupil achievement. "It requires teachers to be curious about what is happening in their classroom and relentlessly go on a quest to find out – by getting feedback from the pupils and noticing what they are doing." (Jackie Beere, 2012)

Assessment for learning starts the moment you start teaching the children and should be a golden thread that runs throughout your teaching. There should never be a moment when you are not reflecting on your teaching and adapting it in response to the feedback you are getting from the children. It is assessment for learning that unlocks the teacher's potential to maximise learning and improve outcomes for all children.

"Assessment disappears into teaching and learning when it is done well."

(Christine Harrison)

Assessment for learning requires the teacher to have the skill and confidence to adapt the teaching in the moment in response to what the children are doing and saying. To be responsive the teacher needs to engage with the children and keep checking in on their understanding. We can't see what the children are thinking o we need to ensure there are constant opportunities for the children to show what they are thinking and then respond to this to move learning forward. This is responsive teaching.

RESPONSIVE TEACHING

Teachers should ensure that the learning has stuck, by checking for understanding. This requires the teacher to use a variety of assessment for learning techniques as well as feedback to gather a secure overview about whether the core knowledge has actually been learnt.

If learning is not yet secure for the children the lesson and or planning should be adapted or retaught differently e.g. pause lesson, keep-up session.

For responsive teaching teachers can use:

Questioning:

When used well questioning can help to facilitate learning, however, questions also have the potential to inhibit intellectual activity and prevent children having to think. Closed, factual questions can be used to test recall of knowledge but do not encourage children to think or learn.

Open questions allow for a range of responses and make children think about the learning, but also encourage children to move beyond the learning and make creative links to other areas of learning. The effective use of open, higher-order questions enables teachers to assist children's understanding and thinking.

Effective Questioning:
Questioning should provide a worthwhile challenge so there needs to be a balance between closed and open questions that demand more complex higher order thinking skills. Examples of open-ended questions that invite children to think are:

- Giving a Range of Answers
- Giving the Answer and asking what the question could have been
- Odd One Out
- True or False
- Right and Wrong
- Statement (Agree or Disagree)

Examples of each of these strategies appropriate for each year group are available on the server and an example is given in Appendix 6.

Questioning should not inhibit all children being involved and even when questioning teachers should be demanding 100% participation from the class. There must be **no opt out**, every child should be ready and able to answer at all times. This can be achieved using the following strategies:

- **Random Names:**
  The pupil chosen to answer the question should be generated randomly as often as possible e.g. lolly sticks or random name generated on IWB.

- **No Hands Up:**
  An over reliance on hands up can lead to the same children answering the questions and this discourages some children from engaging with the question asked and can therefore inhibit the thinking process.

- **Universal Response:**
  All children answer the question by recording their answer on a whiteboard. The children show their answers when directed by the class teacher. This is also a quick and effective assessment for learning tool.

- **Think, Pair, Share:**
  Learning Partners (talk partners) provide a valuable way for children to discuss and develop ideas and to challenge each other. They are most effective when children first have an opportunity to think about the answer themselves (essential retrieval practice), then discuss their answers together and then share with the class.

    - Think – jot your answer down independently
    - Pair - discuss with learning partner what do you notice about your answers?
    - Share – share and discuss answers as a class

High Quality Answers:
When questioning children, it is important to value their responses and effort, but this does not mean that poor or incorrect answers should not be challenged. **Don't accept the first answer you are given** if it is not correct or of the highest quality. Use the answer to challenge a misconception as a non-example or to challenge children to think more deeply about their responses. High quality questioning needs to result in high quality responses. You can also ask supplementary questions to deepen thinking and the quality of the answer.

Answering in Full Sentences:
When responding to questions verbally children should be encouraged, as much as possible, to answer in full sentences. This links the answer back to the question and enables thinking time for the responder and the rest of the class. It also supports with cognitive overload as the child is able to repeat the question and keep on track with their response.

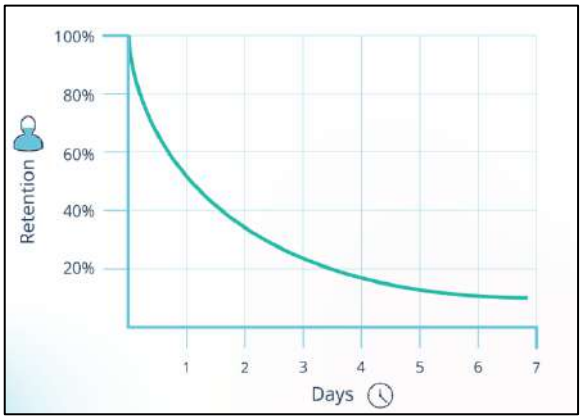
Learning Pit Stops:
Learning Pit Stops (pauses) can be used within lessons to ensure that all children are on course to make progress BEFORE the end of the lesson. By intervening within the lesson learning is maximised and children make greater progress. Learning Pit Stops should be planned to take place in each lesson, however, exactly what needs to be addressed will depend on the outcome of the assessments within the lesson.

Learning Pit stops can take many forms and be used to address many issues that arise as a result of ongoing assessment for learning and reflective teaching. Learning Pit Stops can be used to:

- Share what good looks like
- Increase the level of challenge
- Give children an opportunity to check they have met their next-step target
- Learn from mistakes being made
- Give improvement time
- Give oral feedback

A Learning Pit Stop prompt sheet has been created to support teachers in including learning pit stops in their lessons (see Appendix 7).

The Forgetting Curve:



If it wasn't for the 'forgetting curve' we would remember everything we'd ever been taught!

The forgetting curve is a memory model created by German psychologist Hermann Ebbinghaus. The memory curve shows how we lose information over time if we do not try to retain it. As such, it helps us to tackle the common challenges of forgetting information without adequate retention. Understanding the curve can help us to tackle the common challenges of forgetting information without adequate retention.

The graph illustrates that when you first learn something, the information disappears at an exponential rate without retention. In other words, you lose most newly acquired knowledge in the first couple of days, after which the rate of loss tapers off.

In fact:

- 50% of all new information within a day
- 90% of all new information within a week

However, teaching and learning techniques can be used to help children retain information and not forget new learning so quickly such as:

- **Reinforce regularly** – revisit learning with low level no stakes retrieval
- **Improve clarity** – make information clear and concise
- **Keep things relevant** – we remember things more when information has a personal meaning
- **Increase interactivity** – children learn best when they are active rather than passive learners

Knowledge of the Forgetting Curve helps to identify the best approaches for spaced repetition and to support the learner to remember what you have taught. It is important that learning is reinforced regularly, and that learning experiences are clear and meaningful. Retrieval Practice can be a key factor in combatting the forgetting curve.

Retrieval Practice:

Retrieval practice refers to the act of recalling learned information from memory (with little or no support) and in doing so makes the memory stronger. The retrieval process cements the information in the long-term memory.

Retrieval is a learning strategy that should be used regularly in lessons to support children with retrieving the core knowledge that they have previously learnt and ensuring that it is stored in the long-term memory and doesn't get forgotten and is easier to retrieve in the future. Once we have got information into the memory it is important that children can quickly retrieve and recall this information.

Retrieval practice needs to take place regularly and must be **low stakes or no stakes,** completed without notes and used in a spaced manner. It can be used at any point in the lesson, but works well at the start of a lesson to activate prior knowledge needed for the lesson and as an assessment for learning tool.

There are a variety of low stakes activities that can be used for retrieval practice and it is important to be creative so that a range of different retrieval techniques are used. Some examples are available in Appendix 8 or more ideas can be found in Retrieval Practice: Resource Guide by Kate Jones in the staff library and in the Adaptive Practice Toolkit on the DCAT Landing Page.

EFFECTIVE FEEDBACK:

What is Feedback?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Key Findings (EEF):

1. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: **it provides specific information on how to improve.**

2. Feedback can be effective during, immediately after and sometime after learning. **Feedback policies should not over specify the frequency of feedback.**

3. Feedback can come from a variety of sources -– studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).

4. Different methods of feedback delivery can be effective, and feedback **should not be limited exclusively to written marking.** Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

5. It is important to give feedback when things are correct -– not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

How Effective is the Approach?

Feedback studies tend to show high effects on learning. However, there are a wide range of effects, and some studies show that feedback can have negative effects and make things worse.

Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.

Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.

Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.

Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. The EEF has trialled 'Embedding Formative Assessment' in English schools and found a positive impact, on average.

Helping Pupils at Risk of Falling Behind
Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).

Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science

Low attaining pupils tend to benefit more from explicit feedback than high attainers.

Although some studies have successfully demonstrated the benefits of digital feedback, effects are typically slightly smaller (+ 4 months).

Closing the Disadvantage Gap
There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.

Types of Feedback

Written	Oral
• Involves both marks or grades and comments • Typically given after work has been completed • Intended for them to read on their own • Timely and effective • Should be read and reacted to	• Involves spoken comments from the teacher, either to an individual, group or class • Tends to be more immediate than written feedback • Usually given during or at the end of a task or activity • Most effective but not necessarily completely in isolation

Sedlescombe Church of England Primary School

Sedlescombe's Feedback Flow Chart

Clear Learning Objective

Teachers need to be clear on what the children are learning and what activities will be undertaken to achieve this learning.

The learning objective is shared and explained to the children.

Self-Regulation & Metacognition Modelling

As teachers model the activities, they need to regularly refer to the learning behind the activities. Self-regulation and meta-cognition strategies should be modelled such as:
-Will this help me to achieve the learning?
-I'm distracted so I'm going to…
-I am going to do the following because…
-I don't know how to do this part so I'm going to…

Independent Practice – Oral Feedback

As adults assess the children's independent learning, they should be offering meaningful oral feedback.

Positive feedback is important to encourage and motivate the children as they work.

Constructive feedback should be clear and modelled to the child so they can make improvements immediately to their work.

When appropriate, metacognition and self-regulation feedback should be modelled.

Learning Pit Stop – Oral Feedback

As the adults assess the children's independent learning, key misconceptions or learning points will need to be addressed.

These are addressed in a small group or as a whole class using the visualiser.

Be clear and concise, ensuring all children are engaged with the learning pit stop.

Independent Practice – Written Feedback

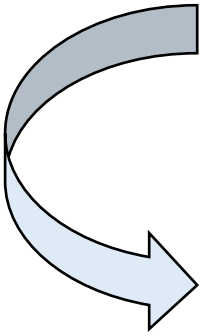
All work is valued and marked in a timely manner.

Up, down and side arrows indicate how and if the children have achieved the learning.

Symbols are used to demonstrate a child's next steps when appropriate.

Children are given time in the next lesson to complete their next steps in purple polishing pen.

Age-appropriate punctuation and HFW spellings are to always be corrected independently or 1:1 with a peer/an adult.

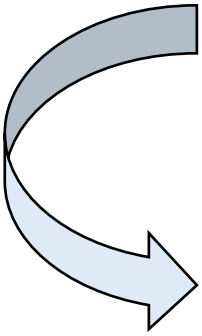


Independent Practise – Learning Reflection

Before the next lesson, whole-class learning reflections are ways to motivate children further and provide opportunities to ensure all children's work can be improved.

Children's work is shown under the visualiser and positive and constructive feedback given to motivate and improve.

The adult models clearly how to spot strengths and areas for improvement, demonstrating how to edit and refine.



Weekly Feedback Record Form

All staff complete a weekly record form for Maths and English (See Appendix 9)

The form identifies the weekly focus, adaptive practises identified through teacher assessment, children who are at risk of falling behind and children who need further challenge.

The weekly record form informs future planning, teaching and learning.

IMPACT

Summative Assessment at Sedlescombe Church of England Primary School:

At Sedlescombe Church of England Primary School we believe that the accurate and proactive use of assessment is one of the core principles which enables children at our school to make rapid and sustained progress on their journey through primary school. This involves teachers making judgements against the national standards at various points in the children's learning and journey through the primary curriculum.

Summative assessment data is a tool that provides a lens for teachers and SLT to look at the school's performance. It can be used in a variety of ways to offer evidence about pupils learning in the curriculum, provide information about areas that need improvement and support decision making.

Accurate use of assessment data means that decisions can be made based on evidence rather than purely by judgement. Fundamentally, the outcomes of using data from a variety of sources can lead to better planned, better taught, and better assessed lessons that will drive school improvement.

Specific information on assessment of the EYFS can be found in the EYFS Policy – Everything Early Years at Sedlescombe.

Specific and detailed information on the assessment of phonics can be found in the Early Reading Policy – A Pathway to Fluency.

Maths and English Summative Assessment:
Maths and English summative assessments are carried out in line with the Trust Assessment Schedule which is given in Appendix: In summary:

- Phonics is assessed in Year 1 using past Phonics Screening papers in term 2, term 3 and term 4 ahead of the statutory screening in Term 6.
- Children in Year 2 who did not pass the Phonics Screening Check in Year 1 will also undertake the phonics assessments at the above times.
- Maths is assessed using PUMA tests from Year 2 to Year 5 in term 2, term 4 and term 6.
- Times tables are assessed in Year 3 and Year 4 using Times Table Rock Stars in term 1, term 3 and term 5.
- Reading is assessed using PiRA tests from Year 2 to Year 5 in term 2, term 4 and term 6. This is addition to the reading fluency and word recognition tests outlined in our Early Reading Policy.
- Grammar, punctuation and spelling are assessed using GAPs tests from Year 3 to Year 5.
- In Year 6 past SATS papers are taken in reading, maths and GAPS in term 1, term 2, term 3 and term 4 ahead of the statutory assessments in term 5.
- This data is recorded on Insight and then submitted to the Trust in line with their Assessment Schedule (see Appendix 10).

Curriculum Impact Reports
These are completed for all foundation subjects on a termly basis (six times per year). These are designed to give feedback to teachers so that they can adapt their teaching and to ensure that

the children know and remember the core knowledge for each subject. It also gives valuable feedback to subject leaders on curriculum coverage and the quality of teaching in their subject

The first Wednesday afternoon of terms 2 to 6 and the last Wednesday of term 6 are used to assess whether the children have learnt and remembered the core knowledge from the teaching in the previous term from Year 1 to Year 6.

The children in each class are spit into subject groups for the non-core subjects and go and meet with the subject leader for an hour. At this meeting the subject leader can discuss the children's learning and see what they can remember of the core knowledge taught. They can also look at the children's books to see the quality of learning and ensure that everything has been covered.

At the staff meeting the subject leader can have longer to look at the books, check-in with class teachers about any questions arising from the monitoring and write-up a feedback sheet to share with all teachers and SLT. This includes any adjustments that might need to be made to the curriculum map, training needs strengths and areas for development. This monitoring report can also be shared with link governors.

A copy of the feedback report is given in Appendix 11.

Insight:

- At Sedlescombe CEP School we use Insight to make formative and summative assessments in maths, reading, writing and RE.
- All assessment data is kept electronically eliminating the need for teachers to keep paper files.

Target Setting:

- Setting realistically aspirational targets sets expectations which challenge, motivate and inspire pupils to achieve.
- The headteacher and Deputy Headteacher, in consultation with class teachers set targets for each pupil in September. This will be based on prior attainment, and FFT20 indicated outcomes. These targets are linked to Appraisal.
- Target setting is completed and tracked within Insight.

Tracking of Data:

- The Headteacher is responsible for tracking progress/attainment across all year groups.
- The Deputy Headteacher and Inclusion Leader will analyse and track progress to support teachers in GAP analysis and adapting teaching using the outcomes from the assessments.
- Teachers are responsible for inputting and tracking their own class' progress and attainment.

Pupil Progress Meetings:

Pupil Progress Meetings take place three times per year in term 1 to set targets and then at the beginning of term 3 and term 5 to review progress following on from the summative assessments undertaken at the end of terms 2 and 4.

MONITORING AND EVALUATION

The Assessment for Teaching and Learning Policy will be regularly monitored to make sure that all our children make the best possible progress from their starting points and receive the best possible teaching.

Aims of Monitoring and Evaluation:

- To make secure judgement of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate performance of individual teachers against the Teacher Standards and ensure that high standards of professional performance are established and maintained.
- To identify training needs across the teaching and support staff and to drive the CPD programme.

School leaders (including subject leaders) will monitor and evaluate the impact of teaching on children's learning by:

- Conducting learning walks
- Conducting book looks (including reviewing marking and feedback)
- Pupil Progress Meetings (Start of Term 1, Term 3 and term 5)
- Pupil Voice
- Lesson Blinks

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

"Be the best that you can until you know better,
and when you know better, do better and be better".
Maya Angelou

All staff at Sedlescombe Church of England Primary School should engage with any CPD that is provided and be open-minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and learning CPD will be focused around what will make the biggest impact to teachers and children. Staff will be given time to work collaboratively or with the Teaching and Learning Lead to implement it. The aim is to ensure that all CPD is embedded, reviewed and evaluated.

CPD at Sedlescombe is:

- Focused on Quality First Teaching
- Underpinned by the Teacher Standards
- Developmental
- Research informed (e.g. subject associations)

Lesson observations will follow a coaching and mentoring model and are part of a teacher's CPD. As a result, they will not be used for monitoring and evaluation purposes.

Lesson observations will have a particular focus linked to an area of teaching and learning e.g. retrieval practice and will be used to shape future support and training. As they are developmental a teacher can request a lesson observation at any time to support a part of their practice that they have identified that they would like to develop.

Teachers are also given the opportunity to join Subject Associations to develop their knowledge and understanding of the subject they lead.

REVIEW

The Assessment for Teaching and Learning Policy will be reviewed every July by the Headteacher and Deputy Headteacher (Teaching and Learning Lead) to ensure that it is up to date, is updated in line with monitoring outcomes and aligned to the latest research on how children learn and best practice. The new policy will then be implemented at the beginning of the new academic year.

At every review the Assessment for Learning and Teaching Policy will be shared with the full Local Governing Board (LGB) at the September meeting.

LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Adaptive Practice Toolkit and Resources (DCAT)
- Appraisal Policy
- Assessment Overview (DCAT)
- Behaviour for Learning Policy
- Curiosity Curriculum
- Early Reading Policy – A Pathway to Fluency
- Employee Handbook
- English Policy and Guidance Documents
- Equality Information and Objectives
- Everything Early Years at Sedlescombe (EYFS Handbook)
- Learning Environment and Display Policy
- Professional Standards for Teachers
- SEND Policy and Information Report

Appendices

- Appendix 1: Sedlescombe Curriculum Intent Statement
- Appendix 2: Sedlescombe Learning Behaviours
- Appendix 3: Learning Zones Poster
- Appendix 4: Weekly Overview
- Appendix 5: Pupil Handover Meeting
- Appendix 6: Questioning Prompt Sheet
- Appendix 7: Learning Pit Stop Prompt Sheet
- Appendix 8: Retrieval Practice Ideas
- Appendix 9: Weekly Feedback Form
- Appendix 10: Assessment Schedule
- Appendix 11: Curriculum Impact Reports

Appendix 1:

Knowing More Rembering More

"Curiosity in children is but an appetite for knowledge." John Locke

Belonging

Our curriculum has been designed to ensure that every child feels they belong by providing experiences which are mirrors, windows and sliding doors. We want children to see themselves in the curriculum, to view the world of others and to be transported into other worlds so that they can have empathy. We want our children to celebrate their similarities and differences, because they are what make us all human.

Values

Our values are the beating heart of our curriculum. We have designed a curriculum that supports each and every child to thrive academically, emotionally and spiritually. As a church school we want to support every child to develop a strong moral compass that will guide them through life.

Creativity

Creativity blossoms within our curriculum, sparked by curiosity and grounded on knowledge. In our curriculum we teach with creativity and for creativity. We want children to put their imagination to work and be innovative, imaginative, critical thinkers who can work collaboratively and make links across their learning.

Enquiring Minds

At Sedlescombe we do not tell children what to think. Instead we give them the knowledge and skills they need to question; the oracy skills to debate and articulate a point of view and the courage to challenge. We want children to feel that they can make a difference. We do not want them to be passive learners, but thinkers and doers.

Global Citizens

Our curriculum has been designed to take learning beyond the classroom as we want to nurture a child's natural curiosity to explore the world around them. We have chosen 50 enrichment activities that we believe every child should experience whilst at primary school. We want to provide experiences that allow our children to live and thrive in an ethnically diverse world.

Rich Texts

Stories and rich texts underpin our teaching across the WHOLE curriculum. We have an unwavering commitment to ensuring each and every child leaves Sedlescombe a fluent and avid reader so that they can become life-long learners and unlock their God given potential. We want every child to be represented in the books that are read, and for our books to be windows, mirrors and sliding doors.

Curiosity

Curiosity is the seed from which our curriculum has grown. We want to encourage every child to ask questions and have an enquiring mind. As such our curriculum is built around enquiry questions.

"The prerequisite of knowledge is curiosity." Jacques Cousteau

Learning, Loving and Growing Together with God

"I can do everything through Him who gives me strength" Philippians 4:13

Appendix 2:

Sedlescombe Learning Behaviours

Learning, Loving and Growing Together with God

Appendix 3:

Are you in your LEARNING ZONE?

COMFORT ZONE

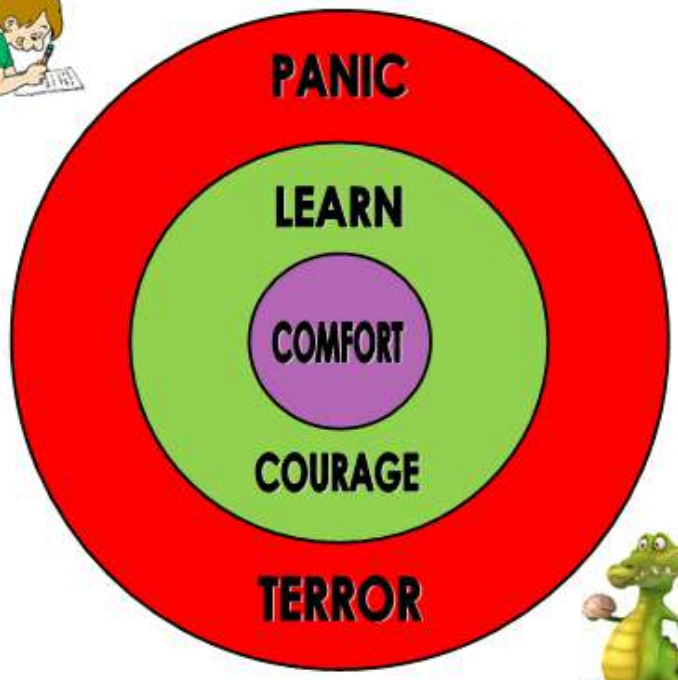
A safe place to start learning

- Happy
- Easy
- Bored
- Relaxed
- Calm
- Chilled
- Not challenged
- Not learning anything new
- Timewasting
- Safe & Risk-Free
- Small doses is enough

LEARNING ZONE

A place to grow & learn

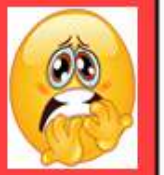
- Brave
- Focussed
- Eager
- Achieving
- Empowered
- Proud
- Motivated & Excited
- Confident
- Interested
- Challenged
- Learning & Thinking Hard
- Fun



PANIC ZONE

Learning & enjoyment stop

- Frustrated
- Scared
- Beaten
- Annoyed
- Furious
- Worried & Tense
- Frozen with Fear
- Embarrassed
- Hot and Sweaty
- Heart Racing
- Feeling Sick
- Upset
- Panic Stricken



REPTILIAN BRAIN

When you panic you can only use your reptilian brain and can't think.

All you want to do is ...
FIGHT, FLIGHT, FREEZE

Making mistakes doesn't mean you are failing.
It just means you are trying and learning in life.

Weekly Timetable

Day	8:40am 9:00 am	9:05am 9:25am	9:30am 10:25am	10:50am 11:15am	11:15am 12:15pm	1:15pm 2:00pm	2:00pm 3:15pm
Monday	SPAG Activity TTRS Activity Home L Sp & HW Activity Read	Collective Worship	Maths	Independent Reading	English	Teacher Read Spellings: Lesson 2	PE Lesson 2 Gymnastics
Tuesday	SPAG Activity TTRS Activity Home L Sp & HW Activity Read	Collective Worship	Maths	Independent Reading	English	Teacher Read	Art – Lesson 3 Charcoal pencils
Wednesday	SPAG Activity TTRS Activity Home L Sp & HW Activity Read	Class Worship Reading Padlet QR Codes	Maths	Independent Reading	English	Teacher Read Spellings Lesson 2	Science Lesson 2
Thursday	SPAG Activity TTRS Activity Home L Sp & HW Activity Read	Singing Worship	Maths	Independent Reading	Spelling Test English	Teacher Read French: Lesson 2	RE Lesson 2 Creation
Friday	SPAG Activity TTRS Activity Home L Sp & HW Activity Read	9:00 am-9:45am: Guided Reading	9:45am –10:25am RSHE	French	Maths	Computing	PE

Sedlescombe Church of England Primary School

Class Handover Meeting

Teacher:		**Class:**	
Handing To:		**Date:**	

Social/Emotional/Physical:

Vulnerable Children:
SEND: **Pupil Premium:** Please see the Class Profile Page from Mrs Oakley for further information about these children.

Children with Medical Needs:
Asthma: **September:** Have you received back the inhalers for each child listed above from the families? Are they in date?
Toileting:
Other:
Please see the Class Profile Page from Mrs Oakley for further information about these children.

Children who may need additional support:
Friendships:
Anxiety:
Families:

Academic:

Please see the Term 6 data assessment sheet alongside this page.

Reading
Did not Pass Phonics:
Daily Readers & Lexia: Children to read with 5 times per week.
Weekly Readers: Children to read with 3 times per week.
Struggling to Read for Pleasure:
Reading Comprehension Intervention Groups:

Maths
Daily Number Sense Intervention Group

Writing
Handwriting Difficulties **Letter formation:** **Joining:**
Spelling Difficulties

Subject	WB/WT	Risk of WA	Focus for WA+	WA+
Reading				
Maths				
Writing				
SPAG				

APPENDIX 6:

Quality Questioning

Effective questioning is an essential element of quality first teaching.

At Sedlescombe we use 6 key techniques to reframe recall questions to promote discussion and a deeper understanding.

Children work with Talk Partners as discussion is an essential element.

Quality questioning needs to be planned.

Giving a Range of Answers

Reframe a recall question into a question with a range of answers.

What is 2 x 3 x 4 =

10, 9, 14, 24

Which word uses an apostrophe for possession?

don't, wouldn't, dog's, can't

Find the right answer and give reasons for the wrong answers.

Giving the Answer

Go straight to the answer and ask children to explain it.

45 + 55 + 55 = 155

How can you get this answer?

This a compound sentence. Why?

She couldn't believe her luck when she saw the money but should she keep it?

Odd One Out

Give the children a range of answers and ask them to spot the odd one out giving a reason for their answer.

Which is the odd one out and why?

MATHS

4, 8, 16, 24, 26, 32

ENGLISH

Fast, hard, slowly, slyly, jump

No Hands Up

Hands up should be avoided as a strategy for answering questions.

The following techniques should be used as much as possible:

- Universal Answers (whiteboards)
- Random Names (lolly sticks)
- Talk Pair Share
- Wait Time (at least 5 seconds)
- Ask the next question: Why? How do you know that?

True or False

Give children a statement and ask them to decide if it is always true, never true or sometimes true.

When you add an odd and an even number together the answer is always odd.

The sun moves around the Earth.

Prove your answer.

Right and Wrong

Give children a right and a wrong answer and ask them to decide which is right and why.

Sammy was heading to the park for his friend's party.

Sammy was heading to the park for his friends party.

Statement (Agree or Disagree)

Turn a question into a statement for children to agree or disagree with, giving reasons.

Adverbs always end in ly.

Howard Carter was a thief.

Do you agree or disagree and Why?

Appendix 7: Learning Pit Stops Prompt Sheet

Learning Pit Stops

Checking Steps to Success

The steps to success should scaffold the children's learning.

Use a learning pit stop to reinforce particular steps in the learning process.

Use a learning pit stop for the children to write their own steps to success or write a top tip for the working wall.

Learning from Mistakes

Use a learning pit stop to address errors in the children's learning.

Teacher models making a mistake made by the children or a common misconception.

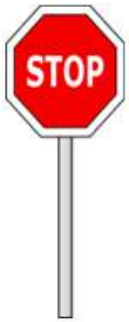
Children support the teacher to correct the mistake.

Target Check

Give the children a learning pit stop to check that they have worked on their target.

Children use target met stickers to show where they have met their target.

If the target has not yet been met children use the pit stop to make improvements so their target is met.



Learning Pit Stops

Learning Pit Stops (mini-plenaries) should be used within lessons to ensure that all children are on course to make progress BEFORE the end of the lesson.

Learning Pit Stops should be planned to take place in each lesson, however, exactly what needs to be addressed and at what point will depend on the outcome of the assessments within the lesson.

Sharing Good Work

The learning pit stop is used to show the children what good looks like.

Share good work linking it to the steps to success and what makes it good.

Children are given time to use the model of what good looks like to make improvements to their own work.

Greater Challenge

When children have met the learning intention a pit stop can be used to add greater challenge to maximise learning.

Challenge should involve the application of the children's learning in a new context as well as introducing new learning.

Peer Assessment / Improvement Time

The children are given a learning pit stop to check their work so far to ensure they are on the right track.

Children can peer check their learning and make any improvements needed or increase their level of challenge to accelerate learning.

Appendix 9:

Weekly Feedback Record Form

Year Group:

DATE:	

MONDAY	
Maths	**English**
Adaptive Practices	Adaptive Practices
Children at Risk of Falling Behind	Children at Risk of Falling Behind
Children to Challenge Further	Children to Challenge Further
TUESDAY	
Maths	**English**
Adaptive Practices	Adaptive Practices
Children at Risk of Falling Behind	Children at Risk of Falling Behind
Children to Challenge Further	Children to Challenge Further

WEDNESDAY	
Maths	**English**
Adaptive Practices	Adaptive Practices
Children at Risk of Falling Behind	Children at Risk of Falling Behind
Children to Challenge Further	Children to Challenge Further

THURSDAY	
Maths	**English**
Adaptive Practices	Adaptive Practices
Children at Risk of Falling Behind	Children at Risk of Falling Behind
Children to Challenge Further	Children to Challenge Further

FRIDAY	
Maths	**English**
Adaptive Practices	**Adaptive Practices**
Children at Risk of Falling Behind	**Children at Risk of Falling Behind**
Children to Challenge Further	**Children to Challenge Further**

Assessment Schedule 2023-2024

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Reception	Reception baseline	EYFS assessment on track. EYFS profile Consider GLD. What is the data indicating that should impact on the curriculum?		EYFS assessment on track. EYFS profile Consider GLD what is data indicating? That should impact on the curriculum?		Complete EYFS Profile no later than 30 June, the EYFS Profile must be completed for each child
	Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the year. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The ELGs are what is assessed at the end of the reception year and should not be used as a curriculum. Moderation will be important and assessing children against progress through a well-designed curriculum should ensure pupils achieve the ELGs and a good level of development.					
Year 1		Phonics screening (2018)	Phonics screening (2019)	Phonics screening (2022)	Phonics screening (2023) (For selected children)	Phonics screening - Week beginning Mon 3 June 2024.
Year 2		PIRA PUMA (optional) Phonics screening (2018)**	Phonics screening (2019)**	PIRA PUMA Phonics screening (2022)**	Phonics screening (2023)** (For selected children)	Phonics screening - Week beginning Mon 3 June 2024. PIRA PUMA
Year 3	Multiplication trackingTimestable.co.uk	PIRA PUMA GAPS	Multiplication tracking MTC TT Rockstar	PIRA PUMA GAPS	Multiplication tracking MTC TTRockstar	PIRA PUMA GAPS
Year 4	Multiplication trackingTimestable.co.uk	PIRA PUMA GAPS	Multiplication tracking MTC TT Rockstar	PIRA PUMA GAPS	Multiplication tracking MTC TTRockstar	PIRA PUMA GAPS Multiplication check 2-week period from Mon 3 June 2024.
Year 5		PIRA PUMA GAPS		PIRA PUMA GAPS		Key Stage 2 (2017 papers - Reading, Maths and GAPS
Year 6	Key Stage 2 (2018 - Reading, Maths and GAPS	Key Stage 2 (2019 - Reading, Maths and GAPS	Key Stage 2 (2022 - Reading, Maths and GAPS	Key Stage 2 (2023 - Reading, Maths and GAPS	National Key Stage 2 SATs 13th May- 16th May, 2024	

** All children who did not pass the phonics screening test in June will need to take the phonic screening as Year 2 pupils in June 2024. Only these pupils will need to take the phonics papers in Year 2 to track progress.

Appendix 11:

CURRICULUM IMPACT REPORT

Subject:		**Date of Meeting:**	
Subject Leader:		**Term Reviewed:**	

CHILDREN INTERVIEWED

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

CORE KNOWLEDGE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

How well was the core knowledge known and remembered?

Year 1:
-

Year 2:
-

Year 3:
-

Year 4:
-

Year 5:
-

Year 6:
-

Pupil Voice:

Year 1:
-

Year 2:
-

Year 3:
-

Year 4:
-

Year 5:
-

Year 6:
-

Safeguarding Questions

What do you think bullying is?
-

If you were being bullied or someone you knew was being bullied what would you do?
-

Do you feel safe at school?
-

Pupil Books:

Year 1:

Year 2:
-

Year 3:
-

Year 4:
-

Year 5:
-

Year 6:
-

Teacher Voice:

Are there any areas in which you need additional support/training?
-

What has gone well?
-

Overall Evaluation:

3 Strengths
-

Area for Development:
-

Next Step:

How will the area of development be addressed?
-