**A picture containing text

Description automatically generated**

THE PRIMARY MARCHES WAY – Learning policy

**Teaching, Learning, Curriculum & Assessment Policy**

**The Primary curriculum rationale**

At Marches Academy Trust, our primary curriculum is underpinned by our aims, values and purpose: to provide rich, varied and authentic, firsthand learning experiences and memorable moments that will stay with our children for the rest of their lives and inspire them to become life-long learners. It aims to develop the whole person, providing them with knowledge, skills and understanding to succeed in life. We have personalised our curriculum so that it meets the needs of the children across all our schools. Personalised learning to us is about understanding and knowing our children, their needs and interests and then tailoring our provision to these to ensure that every pupil has an intrinsic desire to achieve and reach their star potential.

Our curriculum is intentionally a mixture of knowledge-based and skills-based curriculum models as we believe children need both aspects to be able to understand, remember and apply their learning. We deliver this curriculum across all our Primary schools through topics which have been carefully selected by staff within our individual schools because they feel that they will interest and excite the children and that the concepts within them will benefit and be of relevance to the children.  We aim to make meaningful links between subjects where possible, so that contexts for learning are real. We do however, recognise the importance of making clear which subjects the children are learning.

As a Trust, we feel that areas surrounding personal, social, spiritual, cultural, mental, and physical development should form the heart of our curriculum and that all other learning should stem from this, as fundamentally we are a Trust that values the wellbeing of our children and their ability to handle life and learning situations as they grow.

We believe that a good curriculum ensures that pupils have access to knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We build Relationship and Sex Education into our taught curriculum as well as providing opportunities to explore living life in modern Britain and the values that active and positive citizens demonstrate. We believe that our curriculum offers our children the necessary discussions and experiences to help them understand life in the wider world so that children leave us able to appreciate diversity, different cultures, challenge negativity and who are adaptable to change.

In addition to our curriculum offer, there is a rich array of extra-curricular opportunities also allow children to discover their talents and interests beyond the classroom in each of our schools. This then offers guidance on future careers (eg a focus on STEM) and speakers and workshops are offered to aspire our children in future career choices. (Reference to The Trust career policies that is developed in secondary).

We want to encourage an active lifestyle where children become more likely to enjoy outdoor activities such as walking, running and cycling as they get older. Learning outdoors will enable children to appreciate their natural environment, interact with the elements around them, their community and help them to gain an understanding of the world we live in.

**Values:**

* The family at Marches Academy Trust are committed to our schools being places where all children learn and flourish in a safe, happy and creative environment, ensuring all pupils are literate, numerate and can make informed life choices. We believe our children should have resilience and respect in learning to enable them to be successful and achieve their own definition of success and excellence.
* We ensure our learners have an enquiry based learning environment, we coach to support learning and ask questions that create enquiry.
* We value enriching the children’s spiritual and moral development nurturing a sense of family by working in partnership with home, church and the community and build a culture of love for all. This allows our children to embrace the empathy required to understand equality, have integrity as they journey through life.
* We hold a high priority in teaching the children about being kind, being thoughtful, being truthful and that we all model what we wish to see in our children at the Trust!

**Inclusion: (Linked to the Trust Inclusion policy/Send and accessibility policy)**

Teachers set **high expectations** for every pupil (please see teacher standard career progression document – appendix 2). They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious. To secure excellence we ensure that we are helping our children to understand how they learn daily.

We have high regard for maximising opportunities every day for all our learners. To secure this all our schools’ associate excellence with a deep understanding by our learning facilitators in metacognition, to secure higher order thinking and ensure prior learning, assessment and feedback are fundamentals in all learning.

If a child has a special educational need or disability, our Trust does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015] (Linked to out Send policy and individual school information reports). In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

**Monitoring and review: (As a primary there is no separate assessment policy this is incorporated into the Marches way – detailed below)**

The leadership team at all levels work positively with all staff in our Trust to ensure there is a broad and balanced curriculum being delivered to the children. There is a clear and collaborative quality assurance structure in all schools that secures the continual pursuit of excellence in all we do. This consists of quality assurance monitoring within leadership teams, from the support mechanisms within the Trust and external consultancy.

Feedback and communication in relation to where each pupil is on their learning journey is fundamental to our work at Primary and targets are tracked and set to ensure all pupils make AT LEAST expected progress, as far as this can be estimated. This information is collected in a triangulated way, using a mixture of teacher led assessment and standardised assessment.

All subjects are monitored, progress for each child is carefully reviewed in pupil progress meetings and each school has a high regard to ensure every child is supported to achieve their true potential. **Parents/carers** are informed of their child’s progress regularly. **Our schools will ensure assessment is reliable and gives all stakeholders a common language to discuss and recognise progress through joint moderation exercises across our Trust and with external schools.**

**Where to find out more about our curriculum:**

To find out more about the knowledge and skills that are taught in each year group for every subject area and how this progress as a child moves through the school in each subject area, please see our school’s websites. ***Accompanying this policy is ‘Marches Way’ (appendix 1) which provides a detailed rational for all our curriculum areas at primary.***

**Our belief:**

**We want learners that are:**

* **Self-managers who learn to organize themselves, commit to learning through positive learning behaviours and learn to be responsible for their goals and priorities.**
* **Effective participators who engage, collaborate, discuss, influence and are fully involved and enquire in their learning.**
* **Resourceful thinker who finds links, explore ideas, experiment and tackle problems positively.**
* **Reflective learners who evaluate their strengths and limitations and then develop these positively.**
* **Independent enquirers who gather, process and evaluate. They draw conclusions, share views becoming critical friends, share beliefs and communicate these with growing confidence.**
* **Team worker who listens, share, collaborate, and consider in their learning.**

**Appendix 1: detailed overview of the Primary expectations:**

***Marches Way – Our fundamental belief in Teaching and Learning: Our key essentials to progress***

|  |  |  |  |
| --- | --- | --- | --- |
| Curriculum area | Intent | Implementation and Impact | |
| **ENGLISH:**  **Reading**  **Guided reading** | ***We fully believe that competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be ‘readers’, not just children who can read.***  ***Meek (1983) believes that, ‘Readers are made when they discover the activity is worth it.’***  Guided Reading is an opportunity to complete targeted specific learning in Word reading/decoding and comprehension skills. We believe the benefits that a consistent and regular delivery of this can have great impact on the attainment and progress of children.  **We do this in different ways across our primary schools:**   * Children read in a small group situation to improve outcomes. * Some schools utilise the whole class guided reading structure. * Yet we all believe **consistency of good quality delivery** of guided reading across school contributes to high levels of attainment and progress in Reading. * Providing children with a structured book band system throughout school ensures the children are accessing appropriate and challenging material until they leave Year 6. This avoids the ‘free reader’ system in which progress can be slowed due to children picking material that will not further progression in decoding, vocabulary and comprehension. * Research has proven that where school and homework together children’s reading skills develop at a faster rate. * Reading skills progress can also be furthered by having opportunities to practice these in the other areas of the curriculum. * We believe in ensuring that the children have opportunities to read wherever possible, both within reading lessons and across the curriculum. * Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate. | We use a variety of techniques to ensure competence in and development of reading skills:   * ***Guided Reading*** * ***Links to phonics and speaking and listening*** * ***Independent reading*** * ***Daily Reading Fluency*** * ***Paired reading with other children*** * ***Home reading*** * ***Individual Reading (1:1 reading with an adult in school)*** * ***Provision for vulnerable readers*** * ***Taught reading skills within English lessons*** * ***Reading across the creative curriculum*** * ***Access to appropriate Level and challenging texts*** * ***Promoting reading for pleasure utilising library areas and reading challenges*** * ***Regular, evidenced and moderated assessment***   Guided Reading is regularly planned in our schools.  We believe children should have opportunities to read for pleasure, to access online targeted materials and to respond to what they are reading in written, oral and pictorial formats that promote comprehension skills.  Material used in Guided Reading should be at, or ideally a ***level above***, the book band that the children are currently working on to aid progression.  Guided Reading is recorded and this provides an evidence bank for teacher assessments in Reading.  Guided Reading runs alongside opportunities children are given to read individually to an adult. **Vulnerable readers (those who are not having ample opportunities at home or are on pupil progress) are heard reading more regularly by an adult in school and this is logged.**  At all our schools we allocate children a book band right through from Nursery to Year 6. Allocation is achieved through assessment of reading skills on a one to one basis. Book bands are regularly reviewed by class teachers.  Any reading done in school is logged in Reading Records, which are taken home for parents to contribute to. We encourage children to read to an adult for 10 minutes daily. In KS2 children can use these to respond to their reading in a variety of ways. Teachers ensure children maintain a high regard for these books and are given time in school to work in them. We contact parents in circumstances where reading is not being carried out regularly to support this in moving forward and put in place additional opportunities within all schools for those who are presenting as vulnerable on our pupil progress records.  We promote reading skills in other areas of the curriculum as well as in English lessons through the phased approach to writing. This should be evidenced in subject books or lesson summaries.  Throughout the year we use events and our curriculum to highlight the importance of fluency to the children. We provide other out of class opportunities to develop reading for pleasure such as our library areas, online reading material subscriptions and reading buddy system. Children are encouraged to engage with these, and uptake and effectiveness will be monitored. | |
| **ENGLISH:**  **Writing and GPS** | We believe daily lessons promoting the opportunity to build on skills in a structured and progressive way are essential. Ensuring lessons across school have the same format and agreed teaching methods means children are ‘looking through the same learning lens’.  Providing a balance of text types ensures children are exposed to a breadth of material and have experience in writing for different purposes.  Medium term planning ensures a range of skills are taught and built on appropriate  We believe spelling skills should be taught regularly and progressively through an agreed scheme and that this scheme follows on tightly from taught phonics in lower school.  We believe that children with needs in spelling should receive additional and appropriate phonics or strategy teaching and that this should be worked on both at home and in school.  We ensure that children should be provided with ample opportunities to apply their spelling skills within English and other subjects.  Assessment of skills development is key to ensuring progress and is completed regularly as part of our integrated GPS approach.  Presentation and handwriting should be taught regularly and consistently following an agreed scheme. Good presentation indicates a pride in their work and a good learning attitude. | Teachers plan for daily lessons. Within these lesson teachers may plan for a guided group to take place as well as opportunities for other children to develop their skills independently.  Children are exposed to a balance of text types each term as set out in school’s long term planning document. Coverage in each unit is thorough so a number of weeks may be spent on one genre.  We follow a ‘writing journey’ approach that assesses their understanding of the text type entering the unit, then they will then be guided through a process of understanding and skills development and at the end schools assesses their new level of understanding and evidences progress.  At our schools we believe a clear teaching sequence supports children gaining the whole toolkit to writing.  **The teaching sequence:**  We believe that the key elements that need to be completed for the children to understand text and become good writers are:   * ***Reading, comparing and evaluating a range of texts*** * ***Identifying and commenting on the structural and language features of the genre*** * ***Text annotation/analysis*** * ***Practicing of key skills related to the text type*** * ***Verbal sentence construction- oral rehearsal*** * ***A midpoint write*** * ***Planning an extended write***   ***Extended writing (note this is different to ‘sustained writing’ – extended writing***  • involves using their plan to write over a number of days)  • Peer/self-assessment along the journey  • Redrafting and improving  **English learning walls** (to track learning journeys) and appropriate displays are in all rooms and resources in the middle of table, with children to be taught to use these as part of learning toolkit. Appropriate resources are readily available on children’s tables and classroom. Children are encouraged and supported to use this independently as good practice.    **Outstanding practice in English** – is…   * When clear guidelines for success are given to children, targeted appropriately so a child is clear on their journey for learning. * When marking/feedback responds to the learners needs so it impacts on them moving forward and making progress. * When reading supports writing and this comes through in the books and the writing journey. * When spelling is addressed and the same mistakes do not happen, the children edit regularly to improve their work and **they know what they need to do to improve.**   We all follow a structured spelling programmes. Within these frameworks, teachers plan and deliver spelling focus sessions weekly. Children are given opportunities to embed their understanding of the rule and apply it in different circumstances. Pupils are given linked spellings as homework.  **Presentation:**  We have a high regard for all our children to ***take pride in their work because this encourages deeper and more committed learning***. Each school follows a handwriting scheme and staff model this style when writing in books and on the board. | |
| **Phonics** | **What is phonics?**  **Phonics is a way of teaching children to read quickly and skilfully. They are taught how to**:   * recognise the sounds that each individual letter makes; * identify the sounds that different combinations of letters make - such as ‘sh’ or ‘oo’; and * blend these sounds together from left to right to make a word.   Children can then use this knowledge to ‘de-code’ new words that they hear or see. This is the first important step in learning to read.  **Why phonics?**  Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.  Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.  Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’. This includes children who find learning to read difficult, for example those who have dyslexia. | In all our Primary schools **we teach a daily phonics lesson in EYFS and KS1, moving into spelling focus following the security of phonic understanding**.  The children in each year group are assessed and grouped accordingly.  Children are **expected to apply their phonic knowledge and understanding whenever reading and writing**. | |
| **Child initiated learning**  **(additional detail in the EYFS Trust Policy)** | Children learn and develop through play in the Early Years.  **The EYFS framework explains:**   * Play is ***essential for children’s development***, building their confidence as they learn to explore, to think about problems and relate to others. * Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. * Assessment in the EYFS is of two main types – on-going assessment which is done on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning – this is sometimes called ‘formative’ assessment because it informs the next steps that are planned with the child and the parent. Another type of assessment known as ‘summative’ assessment takes place twice in the Revised EYFS. * Firstly when a child is between 24 and 36 months – outcomes of this assessment are recorded and parents and practitioners use the information gained to identify a child’s strengths and their learning needs; the second assessment takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class.   This ‘sums up’ all the different information from on-going assessments that have been made about the child. This information is added to a record of children’s achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels different children have achieved in the seven areas of learning and development in the Revised EYFS. | At all our school’s children in EYFS and Year One have time dedicated to developing their own interests through regular child-initiated learning sessions using both the indoor and outdoor environment.  ***We fully believe in learning, which is pupil centred and that utilises self-direction, experiential learning and is relationship driven.***  They will be encouraged to plan what they intend to learn during that session, do it and then talk about their learning with the rest of the class. CIL is the time the children could practise learnt skills from adult directed sessions and to develop new skills. A well-resourced indoor and outdoor environment is crucial to enable high quality child- initiated learning to take place. During CIL the practitioner’s role is to observe the children in their play and ask appropriate questions that will move the learning on. It is also an opportunity to assess where the children are in their learning, enabling the practitioner to decide on next steps. When the children are involved in CIL they could be using skills in several different areas of learning. For example, if they were building a castle with big bricks this activity could cover mathematical development, physical development and PSED.  Children may work independently or with other children. CIL sessions allow our pupils to think creatively and develop problem-solving skills.  When planning for CIL we must consider the different ways children learn. The characteristics of effective learning are:   * **Playing and exploring:** children investigate and experience things, and ‘have a go’ * **Active learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements * **Creating and thinking critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things | |
| **SEND**  **(linked to SEND information reports for each school- available on the schools websites)** | A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:  •***have a significantly greater difficulty in learning than the majority of others of the same age;***  ***or***  ***•have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’ A pupil with SEN will have additional needs in at least one of four areas –***   * **Interaction and Communication;** * **Cognition and Learning;** * **Social & Mental Health difficulties;** * **or Sensory (a hearing or visual impairment) and physical difficulties.**   At our Primary Schools, we strive to ensure:   * all pupils are entitled to a broad and balanced curriculum which is differentiated to meet individual needs. * all pupils are valued regardless of their abilities or difficulties. * all teachers are teachers of pupils with Special Educational Needs (SEN). * all pupils are enabled to fulfil their potential through effective teaching and learning, support and encouragement. * effective assessment and provision for pupils with SEN is achieved in partnership with parents/carers, pupils, the Local Education Authority and the relevant external agencies we work closely with.   The robust systems and procedures within school ensure children with SEND are identified at the earliest opportunity with specific strategies and targeted interventions put in place to support them. **It is from quality first teaching, targeted and differentiated support for identified pupils, that positive learning outcomes evolve.**  We believe inclusive high-quality teaching leads from effective assessment ensuring planning and implementation meets the needs of all learners, and builds in high expectations for all students, including those with SEN. | Within our schools, there is a wealth of skills and experience to support pupils with a range of special educational needs.  When a teacher identifies a child is making ***significantly less*** than expected progress, they work with parents and the Special Educational Needs Co-ordinator (SENCO) to assess whether the child has Special Educational Needs (SEN). Once a child is identified as having SEN, they are placed at **‘SEN Support’**.  SEN Support takes the form of a four-part cycle (graduated process) through which decisions and actions are revisited, refined and revised; with a growing understanding of the child’s needs and of what support the child requires in order to secure positive outcomes. Together, outcomes are discussed and interventions, strategies or resources implemented to secure these outcomes and agreed with the parent/carer.  These are recorded on a ‘Plan Do Review plan’ for the pupil. **We believe it is vital class teachers and the SENCo together work in partnership with parents/carers of pupils with SEN to achieve positive outcomes.**  ‘Plan Do Review plans’ record the intended outcome (what we wish the pupil to be able to achieve) the identified targeted intervention, teaching strategy or key resource, the frequency of an identified intervention, the person responsible for carrying out the intervention, the current ability/learning behaviour of the child. Throughout the year, as part of the monitoring process, the SENCo will carry out observations of targeted teaching of pupils with SEN. This will involve ensuring the identified resources are in place and used effectively, teaching techniques are as identified and interventions are targeted and effective securing positive outcomes. Plan, Do, Review plans are shared, discussed and reviewed with a child’s parent/carer at regular SEN review meetings on a termly basis. *These dates are organised by the SENCo at the beginning of the academic term. Children with an Education Health Care Plan (EHCP) have an annual review in place of one of these meetings. Prior to these meetings, teachers are expected to have reviewed the impact of the intervention to share with the parent/carer.*  It is the Class teacher’s responsibility to regularly monitor the progress and impact of interventions following the graduated approach, ‘assess, plan, do, review’. If a member of staff other than the class teacher is carrying out an intervention, it is necessary for the class teacher to regularly discuss and review with the member of staff the progress made by the pupil. The SENCo may also be involved in this process. Reviews need to be thorough and identify next steps if needed. Progress and impact will be assessed through: marking, observations of children working, questioning, regular formal assessments and pupil tracking. Where identified interventions and key essentials aren’t making the significant impact expected, additional support may need to be sought via a referral to an external agency. The SENCo in partnership with the class teacher and parent/carer will coordinate this  The class teacher and SENCo will implement the advice and reports obtained from outside agencies. Additional strategies and recommendations will be discussed with the parent/carer, the Plan, Do, Review plans will be updated to incorporate these.  When interventions and strategies form a significant part of a child’s daily educational provision, the SENCo will initiate Graduated Support Plan process. This will follow at least two cycles of the Plan Do Review process and the cost of provision required exceeds £6,000.  An assessment for an EHCP will be applied for when a child is deemed to have complex, significant long term difficulties resulting from educational, social or health needs. A child/young person between the ages of 0-25, may be in possession of an EHCP. This will follow from discussions with parents, recommendations from external agencies will have been implemented and reviewed, Evidence of a thorough Plan Do Review process carried out by the Class Teacher and SENCo is essential.  Children in possession of an EHCP will have long term as well as short term outcomes. Prior to the annual review of these pupils, teachers are expected to complete the necessary review paperwork two weeks prior to the review meeting. Short term outcomes, strategies, interventions, assessment and additional information is outlined on a Pupil Centred Plan (PCP).  All pupils identified with SEND have an individual SEN file, updated by the SENCo. These are kept in a secure cupboard in the Head Teacher’s office. It is the class teacher’s responsibility to ensure they read the pupil’s SEN file and therefore are fully aware of a child’s SEN history. Files are to remain in the office and not to be kept in classrooms.  All pupils with SEN have a **one-page profile**. Their current class teacher updates this on a regular basis (at least once a year). These identify a child’s current needs, how they are supported, their interests and what others like/admire about them with a photo. One Page Profiles are beneficial in developing positive effective relationships with pupils with SEN. A paper copy of these is kept in the classroom for members of staff to read. An additional copy will be placed in their SEN file.  The Trust also recognises parents have concerns based on observations of their child in the home environment and may wish to discuss these with the class teacher. These behaviours may not be observed in the school environment but it is still necessary that these concerns are noted. The SENCo needs to be aware of these discussions in order parents are given the appropriate advice and next steps are accurately shared.  Throughout the year, CPD is available for all members of staff to develop their understanding of the range of SEN needs and processes. | |
| **FEEDBACK** | ***‘The most powerful single modification that enhances achievement is feedback.’ Professor John Hattie***  We are fully committed at the Marches Academy to ensuring we uphold a culture of giving, receiving and acting upon feedback as we know it promotes resilience, builds confidence and enables us all to grow. It should help children to understand what they do well.  It should give clear, specific guidance on how to improve. Feedback from teachers makes them aware of how they can improve their work and achieve/exceed their target.  ***Visible progress should be evident in all books and this is an indication that learning is relevant, and feedback has supported outcomes and had impact.***  **It should help children to understand what they do well.**   * + It should give clear, specific guidance on how to improve.   + Visible progress should be evident from the feedback.   + Pupils will respond to feedback, making improvements to their work. Pupils – to use the feedback they are provided with to make progress and achieve excellence.   + There is an expectation that feedback will have a direct impact on pupil outcomes.   + It is the class teacher's responsibility to ensure that pupils are clear on how feedback will be given and used in class.   + **Leaders – to ensure high quality feedback is delivered to pupils while also monitoring teacher workload.**   **Parents/carers** are informed of their child’s targets. They have regular opportunities to talk about their child’s progress towards his/her target. | At each school we believe it is crucial for teachers to take ownership of how they secure learning in their classroom, in marking and feeding back there is a flexible approach with one clear expectation **to make progress.**   * **It can be written or verbal** - We believe that verbal and live feedback have the most impact and value strategies such as one to one conferencing or whole class feedback over lengthy written marking. The learning should then be broken into **key steps to success** for the children, which has the robust learning for the lesson. This should be written in child friendly language. * **Misconceptions or corrective opportunities** (maths and spelling in particular) **should always be addressed**. Corrective opportunities of spellings and handwriting or calculations in Maths should continue to be addressed using written marks or symbols. * Response marking can take place, this is a good way to have a dialogue with a pupil through their work. When comments are made in books these need to be **diagnostic NOT descriptive** – ***identifying next steps and always responded to***. The teacher should think about whether the live or verbal feedback may be more appropriate and have more impact before writing comments as our trials and pupil voice indicate that this is often the case. | |
| **Differentiation** | We believe that long-term outcomes – in terms of hard results and quality of work – are the true measure of successful differentiation. If outcomes are improving over time, the teacher’s differentiation is almost certainly effective.  At all our Primary schools we feel that classroom differentiation revolves around a mix of anticipation and agility. In planning we predict when and where students will require support or challenging, but also we must respond in real time to unexpected needs throughout every day learning.  It is important to us at Marches Academy Trust that over time teachers should aim to develop, adjust and refine their delivery so that differentiation melts into their practice. | **We leave differentiation to the professional capacity of each individual teacher at each of our schools, with a knowledge that the rationale they use for learning in each class will secure excellent learning for every child every day and outcomes will be achieved by all children to reach their highest potential.** | |
| **Children’s targets** | To enable children to learn and develop their skills  To help children recognise when they have made progress and take responsibility for their own learning | **In all our Primary schools children are given feedback and understand what their next steps are in learning and these are all directly relevant to their individual learning needs.**  ***In each school it is expected that targets will change as a learner moves forward and targets should be regularly evaluated and reviewed to secure this. How targets are presented to children is bespoke to each of our individual schools.*** | |
| **Recording important information to ensure we have a deep understanding of each of our pupils for all staff.** | **CPOMS** is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school’s existing safeguarding processes, **CPOMS** is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues.  Using **CPOMS**, allows us to ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration. Every member of staff across school has an obligation to report any concerns which they may have. **CPOMS** allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders can build a chronology around a student and can produce reports on vulnerable pupil groups. | CPOMS logs:   * **Incidents:**. These will include classroom incidents, playground incidents, meetings with parents where concerns are raised, concerns about a child etc. So that information is kept centrally to all staff and trends can be analysed for every pupil. * Each incident has a **category** e.g. Incident form, home issues, medical issue etc and **alert**s other staff to the incident**.** * For each incident there is an **action**, this is not always going to be added by the person who adds the alert, it can be added by someone who is alerted to the incident as they may have further dealings with the child or parent. * **First Aid is also logged**: A lead first aider will input serious first aid incidents into CPOMs. * **Child protection is logged on** CPOMS- with a clear set of guidelines in each school. All DSLs alerted to this and actions recorded. * **Pastoral support is logged on CPOMS.**   **In each school systems in place, each system is then reviewed by a relevant assigned person to ensure that all our pupils needs are met.** | |
| **Sharing the learning journey in lessons:** | It allows the children to identify their achievements, recognise areas for improvement and direct their improvement.  Placing these in the children’s view provides clarity for the child and the heart of formative assessment. We commit to this being accessible to our children, allowing them to be actively involved in their formation and explicit to the learning of that activity (so therefore useful to the child so they understand their end goal). | **Success criteria or the key essentials of a learning journey will be shared at every learning opportunity and clearly defines the learning taking place.**  **Both the pupil and the teacher can then use these as a clear assessment tool to support evaluating learning.** | |
| **Maths** | Daily Maths lessons promote the opportunity to build conceptual understanding, knowledge and skills in a structured and progressive way.  Lessons will be planned using small steps. Carefully sequenced lessons that follow the medium-term plans.  At all of our Primary schools, we believe that anybody and everybody is a mathematician. Our aim is for all children to develop a positive mind-set and a passion for maths through fostering an environment of risk-taking, mistake making, investigating, reasoning and learning together.  ‘**The answer is only the beginning.**’ - Chinese proverb.  **It’s the process that matters, not the winning answer**.  At our schools, we are developing a concrete, pictorial, abstract approach to develop a secure understanding of mathematical principles and ideas. Throughout school all children will have the opportunity to use manipulatives such as Numicon, Base ten, place value counters, place value boards etc. to support learning. Questions asked by the maths teacher will allow children to think deeper. Manipulatives can be used to facilitate this.  **We promote the use of partners:** Children will often work with a maths partner. The partner is normally prechosen by the teacher in advance of the lesson. The partnership should allow and encourage opportunities to develop reasoning skills but also learning skills such as speaking, listening, turn taking and co-operation. This also provides an opportunity for children to demonstrate their understanding by explaining their learning.  We are developing a teaching for mastery approach in all of our schools but are clear this is adapted to fit with the needs of our individual schools.  Staff have high expectations for all children, and they believe that all children can succeed. All children within a year group are taught the same content at the same time but there may be opportunities for challenge for the rapid graspers and lessons are carefully designed to support all learners to access the maths.  A key feature of the teaching for mastery approach we are developing in our school is the precise design of lessons through use of CPA, modelling, pupil activities, practise questions and intelligent practice. The arrangement of tasks and exercises aim to draw children’s’ attention to patterns, structure and mathematical relationships, therefore providing ‘intelligent practice’ and the opportunity to deepen conceptual understanding.  Lessons are carefully designed, often using small number, to ensure the maths concept is exposed. Our lessons are built on the following principles of a mastery lesson:  ● **Coherence – making connections so that steps are easier to take**  **● Variation – procedural and conceptual**  **● Representation and structure – carefully planned prior to the lesson**  **● Mathematical thinking – chains of reasoning**  **● Fluency – number and table facts** | * A daily maths lesson each day in all classes. * Additional opportunities to recall learning. E.g. practise fluency and arithmetic skills during early morning work, after dinner, quick fire times tables. All children from year 2 to have a practise maths book – this does not need to have success criteria or need to be marked. * Maths bands tracking and assessment to ensure basic skills are being met. Intervention required for those not achieving these or for those not being supported at home. * ‘Keep up’ daily interventions systems in place. (During independent learning activities, assembly time etc.) * Medium term plans must be followed. * All staff using school agreed calculating policy and fractions calculation policy * Maths learning walls and appropriate displays. In all rooms/resources in the middle of table, with children to be taught to use these as part of learning toolkit. Appropriate resources readily available on children’s tables and classroom. Children need to be using these independently as a toolkit to support their learning as good practice. Mathematical language to be recorded on learning wall * Correct mathematically language to be shared and practised * Daily practise of times tables suitable for year group. (Yr 2 – 10’s, 5’s and 2’s. Year 3 –10s, 5s,2s and 3s, 4s and 8s. Year 4 tables up to 12 x 12. Year 5 and 6 tables up to 12 x 12 and multiplying/dividing by 10, 100 and 1000. * Opportunities to recall through weekly/ month review.   **The lesson design:**   * Daily review * Lessons designed using small steps and planned misconceptions. * The most suitable representations to expose the maths structure to be used on the interactive build. * Carefully chosen manipulatives **can** beused but only to support children’s understanding of the concept. They must understand the process rather than using the manipulatives to find the answer. * Effective questioning from teacher throughout to ascertain feedback from class on how the learning is developing. * Planned questions for all. This means some carefully planned questions to challenge deeper thinking too. * Guided practise and feedback to move the learning on. * Provide scaffolds difficult tasks. AFL to be used throughout the lesson to regroup/reteach as required. * Independent practise and feedback through live marking * Maths lessons should promote reasoning, thinking skills and talking in maths. Outstanding books have a good level of reasoning and opportunities for pupils to organise, problem solve and use a variety of strategies. * Opportunities for challenge/investigation e.g. nrich, maths challenges for all, and ensuring children have the opportunity to develop deep understanding. * *Concrete ,pictorial, abstract approach in all areas of maths* * There is an expectation that we are encouraging children to think in maths and so ‘convince me’,’ prove it’ opportunities must be planned for. | |
| **ASSESSMENT & MODERATION** | **How pupils’ work may be assessed:**  Assessment can be split into Assessment for Learning (Formative Assessment) and Assessment of Learning (Summative Assessment). Both types of assessment are important and both feed into teachers’ overall understanding of where pupils are in terms of their progress.  **Assessment for Learning (AfL)**  Formative assessment is a crucial aspect of pupils’ progress to minimum expected grades and beyond. It is a vital process in pupils’ preparation for summative assessment as it is during this stage that teachers and pupils can identify what they are doing well and what the next steps must be to improve performance and final outcomes. It requires pupils to reflect on their work and the success criteria.  **Why do we assess?**   * Assessment provides the foundation that guides teaching and learning. Accurate and thorough assessment is crucial to learning. * Assessment is fair, inclusive and free from bias * Assessment outcomes are conveyed in an open and transparent way. * **Assessment objectives set high expectations for learners and ensures they are aware of where they are in their learning journey.** * Assessment is appropriate to age, to the task and to the desired feedback information * Assessment should draw on a wide range of evidence * Assessment is consistent, with judgements which can be moderated to ensure accuracy. * Assessment should provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially. * Assessment allows pupils to access feedback that supports them in making progress. * **Our schools will ensure assessment is reliable and gives all stakeholders a common language to discuss and recognise progress.**   Parents/carers are informed of their child’s targets. They have regular opportunities to talk about their child’s progress towards his/her target.  Our grade setting is ambitious, placing no categories, barriers or ceilings on any pupil. The assessment and grade setting process is designed to support this belief.  **Moderation:**  **What is it?**  Inter-school moderation is a process to check the consistency of teachers’ judgements following pupil assessments across a number of schools. This activity is also used to identify and resolve any differences in teachers’ marking, ensuring that all work is standardised by being judged fairly and correctly.  **What does it involve?**  Moderation and standardisation meetings are used in order to:   * Review evidence and observations gathered. * Draw upon other teachers’ knowledge of the children. * Discuss pupil attainment levels and identify how they can be improved. * Reach agreement over marking standards with reference to the exemplification materials. * Support * Enable consistency and accuracy of judgements | Our assessment frameworks link numerical data to a series of statements which a child is expected to achieve by the end of each year group and will ensure consistent and accurate judgements are made about children's progress and attainment***.***  ***Moderation is also be an important part of how we use and validate assessment in each school and across all schools***.  Our work will incorporate the following agreed principles of assessment:  **Assessment – some key definitions**   * **WTS- working towards the standard of their year group** * **EXS -working at the expected standard for their year group** * **GDS- working at greater depth standard for their year group**   Teacher Assessment  Teachers will use the school tracking system to make judgements for attainment termly. These judgements should match evidence in books.  Testing  Testing will be carried out to validate teacher assessment. All evidence compiled through assessment ***must be triangulated*** with other sources of assessment evidence (including testing).  **Pupil Progress will be regularly reviewed at progress meetings.**  **Class teachers** will record for their own purposes, in a form convenient to them, the full range of evidence of performance and attitude through each term to allow for robust reporting; this will come from formative testing, AfL strategies in lessons, observations and marking of criteria-related tasks.  **What is needed for a meeting?**  For a successful moderation session, the following materials are needed:   * An agreed sample of pupils’ work * MAT documents for recording any differences noted and all the pupils reviewed * MAT assessment criteria (currently under development) * Completed assessment guidelines for each different assessment * Standards files for reference as appropriate   **What is done at the meeting?**  During the moderation process, a focus for the session will be agreed upon and each teacher will supply sample pieces of work to be assessed, usually from one or two pupils per teacher.  When participating in a MAT moderation session, it is advised that teachers work in small groups if the meeting is large | |
| **Statutory Assessment requirements annually**  **Please note:**  **changes for 2020/21 in response to the disruption schools are facing due to the coronavirus (COVID-19) pandemic, the Secretary of State for Education have been made.** | **Early Years Foundation Stage**  All schools must give parents a written summary of their child’s attainment against the Early Learning Goals.  For each ELG this must state whether the child is:    • not yet reaching expected levels (‘emerging’)  • meeting ‘expected’ levels  • ‘exceeding’ expected levels  Please note there is a new EYFS profile in 2022:  The new assessment will create school-level progress measures for primary schools which show the progress pupils make from reception until the end of key stage 2 (KS2).  These new measures will be published for all-through primaries in the summer of **2028** for the first time. This will be when those pupils who entered reception in autumn 2021 reach the end of KS2. | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940833/2021_EYFS_ARA_V1.0.pdf>  The EYFS profile summarises and describes children’s attainment at the end of the EYFS.  It gives:  • the child’s attainment in relation to the 17 early learning goal (ELG) descriptors  • a short narrative describing the child’s 3 characteristics of effective learning. | |
| **Key Stage 1**  Please note:  The existing key stage 1 (KS1) assessments - both national curriculum tests and teacher assessments - will become non-statutory once the reception baseline is fully established.    By the end of the summer term, headteachers must report to parents either:  • their child’s phonics screening check score  • an outcome for pupils who have left the school, were absent, did not participate in the check, or whose results are affected by maladministration | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940946/2021_KS1_ARA_V1.1.pdf> | |
| Phonic Screening -Year 1 | The phonics screening check administration period in June annually.  The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. |
| End of Key Stage One assessments | Judgements on the English reading, English writing and mathematics frameworks:  • working towards the expected standard  • working at the expected standard  • working at greater depth |
| Phonic screening- Year 2 | Year 2 pupils who achieve the expected standard in year 1 will be required to complete further statutory assessments in phonics. |
| **Year 4 multiplication testing – coming into Primary schools over 2022.** | Introduction of the statutory multiplication tables check (MTC) has been delayed until the 2021/22 academic year.  In 2021, schools can choose to administer the MTC to year 4 pupils, between Monday 7 June and Friday 25 June, but there is no requirement to do so. | |
| **Key Stage 2**  Schools must prepare annual reports for every pupil’s parents.  Headteachers must arrange for parents to discuss the report with their child’s teacher, if the parents request it.  The report must cover the pupil’s:  • achievements  • general progress  • attendance record  At KS2, it must also include:  • the results of any national curriculum tests taken, including the pupil’s scaled score and whether they met the expected standard (or a statement explaining why any national curriculum test has not been taken)  • the outcome of statutory national curriculum TA in English writing  • comparative information about the attainment of pupils of the same age in the school  • comparative information about the attainment in the core subjects of pupils of the same age nationally  • arrangements for discussing the report with the pupil’s teacher | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940832/2021_KS2_ARA_V1.0.pdf>  Children will be required to sit the following tests:    The KS2 tests are marked according to the published mark schemes by markers recruited and trained by STA’s marking supplier.  **Teacher assessment judgements** are also required at the end of Key stage 2.  **English writing teacher assessment framework**: The TA framework must be used to assess pupils who have completed the KS2 programme of study in English writing and are working at the standard of the national curriculum assessments.  The KS2 English writing framework contains 3 standards:  • working towards the expected standard  • working at the expected standard  • working at greater depth | |

**How the policy ‘Marches Way’ is monitored**

* All staff are responsible for the effective implementation of this policy.
* The policy will be monitored through conversations with pupils and class teachers. Pupils should be able to both explain how they receive feedback and how it helped them improve their learning.
* Pupils work will form an important part of the monitoring process and this will be carried out alongside the pupils to allow them to provide vital input into the feedback process.