



Teaching, Learning and Assessment Policy Seaton Primary School

At Seaton Primary, together we nurture an inclusive, child-centred school experience. Our ambitious and inspiring curriculum enables all pupils to succeed; children fulfil their potential and thrive in their next steps and beyond. We embrace the richness of our local environment and community to inspire, empower and create a sense of belonging.

We are proud of who we are and what we achieve together.

Reviewed November 2024

Ratified by governors Wednesday 4th February

POLICY FOR TEACHING AND LEARNING.

Seaton Primary School: 'Proud of who we are and what we achieve together'

Introduction

Aims

Teaching and learning lie at the very heart of the school's vision. This policy puts the aims of the school into classroom effect. The nature and quality of classroom practice is the single most important factor determining pupils' achievement which lies within our control. This policy aims to:

- To improve the quality of teaching, learning and pupil achievement
- To create a culture of growth mind sets that encourages openness to self-improvement and reflection for both staff and pupils alike.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide an agreed focus and criteria for monitoring teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.

This policy is arranged under the following headings:

- 1. Learning environment**
- 2. Classroom management**
- 3. Routines**
- 4. Expectations**
- 5. Planning**
- 6. Teaching**
- 7. Assessment for learning**
 - 7a. Feedback on learning**
- 8. Tracking pupil progress**
- 9. Summative assessments**
- 10. Teaching Assistants**
- 11. Minimum expectations for pupil's books**
- 12. Homework**

1. Learning Environment

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence is fundamental to learning. Our school vision 'Proud of who we are' should be reflected in our school environment.

The physical environment, in which children's learning takes place, should be one which supports and enhances learning. **In classrooms, neutral backing (such as hessian) should be used to prevent cognitive and sensory overload .**

We will do this by ensuring that each classroom has the following conditions for learning:

- **Tidy classrooms, free from clutter**
- **Seaton School Values** poster and values boards for children to put their name onto in recognition of displaying the value
- **Visual timetable**
- **Book Area** - An inviting book area that a love of reading with books that are well-organised and labelled that celebrate diversity, represent different cultures and themes and promote mental wellbeing. Display non fiction books linked to topics being studied, reading challenge books for each year group and ZPD books clearly labelled.
- **Reading Learning Wall**
In EYFS & Key Stage 1 this will be the RWI blue pocket and giant frieze with red words and speed sounds on display and linked texts
In Key Stage 2 this will be a working wall based on the current reading text (Copy of the text, visual stimuli, the big question – key vocabulary, examples of modelling by the teacher, digging deeper task completed by children. Key vocabulary, pictures, props, VIPERS
- **Writing working wall / washing line** displaying the journey of current sequence of learning: Current story, model texts, text maps, exemplars, key vocabulary, photos, story plots, vocabulary generation work, shared writes, shortburst vocabulary captures etc.
- **Maths working wall** which gives a clear model of the four formal calculation methods for the year group and displays the modelling that has taken place during the share section of each lesson for children to refer to – stack on top of previous models. Key vocabulary for each unit should also be on display.
- **Science and History/geography learning wall** including **key questions, key vocabulary** and **large copies of the visual schema pictures** for children to recall their knowledge and understanding of previous lessons.
- **Vocabulary on each working wall**– all vocabulary words previously taught can move onto this wall to be reviewed regularly. Use of widget imagery alongside vocabulary where possible.
- **Misconceptions whiteboard** for maths and English (kept up to date through live marking)
- **Paper flipchart** should be at the front of the classroom for live modelling by the teacher.
- **Time out area** with copies of reflection sheets in a plastic wallet and sand timer
- **RE** - Key question for the term on display with some visual stimuli and key vocabulary
- **Photos** – celebrating cultural capital experiences, diversity and difference
- **5 point behaviour scale poster**
- **British Values poster**
- **Childline poster**
- **Online Safety poster**
- **Everyone is welcome here poster**
- **Current key spellings/spelling rule on display**
- Seating plan - children's accessibility to interactive whiteboards must be considered to ensure all children see the board clearly.

Conditions for learning – EYFS Continuous Provision

In EYFS learning environments, there are conditions for learning for both the indoor and outdoor spaces. Resources progress throughout the year to match the age and stage of the children's development and stretch the children to their challenge point.

Indoor Conditions for Learning

- Clearly labelled, tidy, and well-resourced classroom that enables child-initiated learning.
- Labelling progresses with the children – E.g. Resources labelled with pictures, pictures and the initial sound, pictures and words
- Examples of handwritten print in the provision
- School values boards
- Photos of child with family/parents/carers
- Visual timetable
- Days of the week
- Pictures linked to themes for children to use as prompts for explaining what they know and remember
- Key sight words/spellings.

Writing

- Writing opportunities throughout the setting across different areas of provision
- Topic working wall which should be updated for each topic and used as a learning wall during the topic and to support the writing process. The following should be on display: key vocabulary, photos, story links, examples of writing, (e.g. lists, labels, captions, sentences, stories), examples of children's topic work/writing etc
- Separate writing wall 'The Message Centre' to display children's independent writing throughout the year
- Examples of writing, both typed and hand written, are displayed around the setting
- Writing resources such as phonics mats and tricky word mats are accessible indoors and outdoors
- Talk for writing story maps, vocabulary generation and modelled writing on flipcharts on display
- Writing and drawing tools, pencils, felt tips and crayons, tools such as scissors, glue and staplers and a selection of different size paper, notes and envelopes.

Reading

- An inviting book area that promotes a love of reading
- Books and puppets from stories children are familiar with
- Books should face out, showing the front cover
- Books on display and accessible across different areas of provision which inspire children's ideas and promote a love of reading (E.g. non-fiction in construction area, art books in art area)
- 12 reading challenge books to read during the Reception year that go home once weekly, reading challenge certificates given out at 4, 7, 10 and 'Superstar' for all books read
- Library cards system to track books taken home. 1 library book changed weekly
- Appropriate books/authors for the year group including traditional tales and books that promote equality and diversity – all children can see themselves in stories.
- End of day story 'vote' one day a week (British value democracy)
- Book bag books and plastic zip wallet for protecting books
- RWI books used in lessons
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet*where applicable

Maths

- A maths working wall which supports the current and recent units of work with methods and key vocabulary. Maths visible and opportunities available in all areas of provision (E.g. Tape measures in construction)
- Range of materials for sorting, counting, playing games and exploring shape, space and measure.
- Numicon and ten frames and counters available
- 0-20 number washing line in each classroom
- 0-20 child-height number line outside
- 100 square blackboard outside
- 0-20 number tiles outside
- Maths 'area' in provision

Domestic Role Play (Home Corner)

A well organised home corner that promotes personal, social and emotional development and communication and represents the children's cultures and communities:

- Laundry equipment – washing machine, baby clothes, washing line and pegs (size of pegs could progress throughout year)
- Cooker, sink, kitchen utensils including cutlery and crockery so that a small group of children can prepare, cook, serve and enjoy imaginary food together
- Dining table and chairs
- Baby feeding, bathing and sleeping equipment and area
- Pets and pet beds, bowls and pet accessories
- Dressing up clothes such as aprons, oven gloves

Outdoor Conditions for Learning

- Clearly labelled, tidy, and well -resourced outdoor area where child-initiated play is embedded.
- Resources should be well-looked after and organised and protected from the weather.
- **Mark making throughout setting** - chalks, pens, pencils, chalkboards, easels, paper, card, word mats, sound mats
- **Physical resources** - Hoops, bean bags, quoits, cones, skittles, balance beams, balance boards, scooter boards, planks, pentagon blocks, ropes, climber and tunnel, balance bikes and trikes.
- **Mud/bark kitchen.** Role play kitchen, chalkboards, recipes/menus, access to mud and natural materials such as conkers, pine cones, flowers, herbs, water.
- **Growing area.** A place for digging. Areas to grow plants. Wellies, spades, watering cans, trowels, rakes
- **Sand and water area-** Sand, buckets, stones, shells, binoculars, sieves, pipes, funnels, nets, counting objects, floating/sinking objects, pipettes, basters
- **Quiet area** - An area for children to be quiet, rest and reflect- Seats, cushions, mats, picnic table, books, clip boards, mark-makers.
- **Wheeled toys area** – Trucks, cars, tractors
- **Reading area** - same as indoor reading area plus story maps for children to perform outdoors.
- **Expressive arts area** – Musical instruments, material such as ribbons, dressing up costumes, performance area.

2. Classroom Management

Children should be explicitly taught and trained in the following classroom management strategies and routines:

- **Class Code of conduct** - Agree with class linked to school's values (see Behaviour Policy).
- **Behaviour policy** - Take children through the policy step-by-step behaviour policy

- **School values** and the classroom 'values' boards. School values should be referred to regularly in day to day discussions
- **Team stop signal** to stop the children and gain their attention in class, assemblies, the lunch hall and at playtimes.
- **Non verbal hand signals** for talk to your partner and transitioning around the room 1.2.3.
- **Learning bodies** - Show children how you expect them to sit on the carpet/sit in their chairs – posture and attention
- **No Hands Up** - A 'no hands up' approach to answering questions ensures no children opt out of thinking. (Teach children to raise their hand if they wish to speak to an adult, request support or ask a question rather than call out.)
- **Seating plan** - Train children to sit using a seating plan and designated carpet spaces
- **Resource management** - Train children to collect and replace their own resources and keep their work space tidy.
- **Class monitors** to tidy and care for the classroom and shared equipment e.g. pencil pots/books/library.
- **Groupings** of children must be varied throughout the day. For example: mixed ability based, individual, pairs, small groups or larger groups. Pairings should be carefully considered to meet the needs of both learners. Pairings should change throughout the year.
- **Learning leaders** - use higher achieving children as leaders to support the learning of others in the classroom.
- **Stay in your seat.** Children should be trained not to wander around the classroom.
- **Daily mile** – Children should jog around the mile sensibly
- **Breaktimes** - Children should be trained to use break times to go to the toilet and not learning time.
- **Headcount daily** - Registers are completed online using an Excel spreadsheet on Sharepoint. After registration, an adult or child should complete the fire-drill head count and add names of absent children onto the board with a final head count number.
- **Home School records** – children should use these to record their spellings and keep a log of the books they are reading as well as any other key bits of information
- **Reading books** – These should be out on the children's tables daily so children can pick up their book and read at the end of a lesson or in any moments of quiet time
- **Accelerated reader** – children from year 2 upwards should be trained in how to complete a quiz when they finish the book they are reading. Teacher's monitor the engagement regularly.

Be consistent and continually remind children of your expectations.

3. Routines

Start of Day:

Registration should be completed by 9:00am.

In KS1 and KS2, there is a soft entry. Children can enter classrooms from 8:45. There must be an adult in each classroom and work for the children to complete independently.

Teachers greet their pupils individually in the morning either by standing at the door as children enter the classroom or by greeting them as they find their places. These greeting is used to promote positive relationships, attendance and punctuality.

Playtimes and lunchtimes – See timetables for times

At play and lunchtimes, the bell signifies the end of play. Children make their way back to class at the end of playtimes and lunchtimes.

At the end of the school day:

- Reception, KS1, Lower Key Stage 2 - children will be collected from their classroom by a family member
- In years 5 and 6, parents can choose to allow their child to walk home on their own

In the Foundation Stage or Key Stage 1 and lower key stage 2, if family members are late to collect their children they wait in class until 3:25 class when they are taken to the main foyer where they will be supervised by the office staff .

In Year 5 & 6, if family members are late to collect their child, pupils must take themselves to the front office to wait to be collected.

4. Expectations

Maintain high expectations. The adults in our school are the role models for children. Have high expectations of and insist upon the very best of all pupils in relation to:

- **Behaviour and following routines.** Expect children to follow routines and the behaviour policy. Speak to children in a calm, firm manner. We are a **no shouting** school.
- **Dress.** All adults should be dressed appropriately for working with children. During **PE lessons**, all adults must be dressed in PE kits. Children wear PE Kits into school on the day of their P.E lesson.
- **School Uniform.** It is school policy that children wear a school uniform. If a child doesn't wear a school uniform, they should be spoken to by their class teacher. If the child continues to not wear a uniform, the class teacher should inform their phase leader and speak to parents. Children may wear black trainers as we encourage them to be as physically active as possible throughout the day at playtimes, lunchtimes and through the daily mile.
- **Jewellery.** For health and safety reasons, jewellery/false nails should not be worn at school (small sleepers and studs are allowed). If a child does wear jewellery to school, the class teacher should ask the child to remove the jewellery and keep the jewellery safe until the end of the day. Phone calls home should be made if a child has false nails.
- **Possessions.** If a child requires a mobile phone, it must be taken to the front office to be kept safe at the start of the day and collected after school.
- **Quality and amount of work achieved.** Make it clear to children how much they are expected to do in a set amount of time. Insist that all pupils complete set work. If they don't, they can be asked to stay in at playtime/lunchtime until the work is completed. Presentation should be of a high standard (see presentation expectations section.)

5. Planning

Teachers are well supported with planning. Each year group plans as a team during shared PPA and an SLT member is available to support on request.

The school uses the following programmes/associations to support teachers' pedagogy and planning:

- Seaton Writing Sequence Overview / T4W Model Texts / Literacy shed / Drawing Club and Read to Write (EYFS)
- Power Maths / White Rose (EYFS)
- RWI (EYFS/KS1) Read Write Inc
- Seaton Reading Programme (Year 2+)
- Science – Plan materials and Developing Experts
- RE - Devon Agreed Syllabus
- SRE – Christopher Winter Project
- History – Key Stage History
- Geography – Kapow & Geographical Association
- DT - Projects on a Page – D&T association
- Computing – Teach Computing
- PSHE - Jigsaw
- Music – Charanga

1) Long term planning.

- The programmes above provide detailed guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time and progression for all year groups.
- The **school has a curriculum framework map** that breaks up the curriculum areas into manageable termly themes. This ensures breadth and balance in curriculum provision and progression from term-to-term and year-to-year. These can be found in the curriculum folder shared with teachers on one drive.
- Knowledge and understanding and thinking skills are woven throughout the curriculum and made explicit on the subject specific curriculum maps for each year group. Each subject has a progression document that teachers should look at when planning in any year group to inform them of children's prior learning.

2) Medium term planning

Teachers need to map out a complete learning sequence for all subjects. The aim of this is to have a clear view of the learning journey the pupils will be taken on and to ensure that key knowledge, vocabulary and understanding is taught along with the necessary thinking skills.

Teachers must map out the objectives for each half term. This should be done on a medium term plan format identifying the learning questions that must be taught in order for the unit objective to be achieved. Consideration should be given to creative cross- curricular links and the following:

- Formal assessment in the core areas will be planned for 3 x a year
- Non core assessment tasks will be planned for at the end of each unit.
- Planned educational visits and workshops
- Focus weeks / days

3) Short term planning

This includes a fortnightly timetable and can be produced straight onto powerpoint slides.

When planning lessons the following should be included:

- Learning question
- 3 Part lesson structure – I do, we do, you do
- A page with a scaffolded / differentiated activity for any SEN/EAL children who cannot access the whole class activity.
- Challenge questions to encourage depth of thinking for higher attainers

- **SMSC opportunities should be considered at the planning stage of each lesson to support children to :**
 - *Be inspired by a sense of awe, wonder and curiosity around learning. Provide reflection time, time to be still, think about core values and beliefs.*
 - *Develop a clear moral sense- an understanding of right and wrong.*
 - *Foster creativity, imagination, appreciation for the arts.*
 - *Draw upon the richness and variety of spiritual resources and religious beliefs. Develop an understanding and respect for diversity, equality, inclusion and difference.*
 - *Appreciate and understand the different cultures, particularly those represented within the school and community.*
 - *Develop empathy and compassion, and consideration of what it means to be a human.*

- **Assessment for Learning** strategies-peer/self-assessment.
- Identify the teacher **modelling** needed.
- Key **questions** should be pre - planned.
- The deployment of any additional adults – clear role and purpose.
- Back-to-back teaching can be used in the afternoons between teachers for efficiency of planning and resourcing .

- All resources for planning should be saved in the Curriculum area on one drive. Files should be well organised into subjects to allow future teachers to access.

The following subjects are to be taught:

- Every day - reading, writing, maths, number fluency, Spelling, Grammar or Handwriting
- Every week – PSHE, Science, PE
- RE, History, Geography, Computing, PE Art, DT can be alternated using a fortnightly timetable to allow depth of coverage. Whole immersion days can also be planned for these subjects.
- Wild Passport - Forest school programmes will run for half termly blocks
- Swimming –all year in years 2 – 6 Half termly blocks in year 1 and reception

Collective Worship takes place through 'Time to Breathe' Slots in class four days a week and during the weekly Friday assembly.

6. Teaching

Teachers should be up to date with current research into teaching and learning. We use Rosenshine's Principles in Action (Tom Sherrington) to inform our practice. Teaching and learning at Seaton should reflect this. Below is a brief summary of the principles that should be used to inform planning and classroom practice. **The ten principles are in bold.**

1. Sequencing concepts and modelling

Effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps.

- **Present new material in small steps with student practice after each step. (2)**
- **Provide models (4)**
- **Provide scaffolds for difficult tasks (8)**
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.

2. Questioning

Effective questioning lies at the heart of great instructional teaching. This needs to be a highly interactive, dynamic, responsive process.

- **Ask questions (3)**
- **Check for student understanding (6)**
- Ask students to explain what they have learned.
- Check the responses of **all** students.
- Provide systematic feedback and corrections.
- We use a range of questioning techniques to gather responses (cold call, no opt out, what have you understood? Probing, Think pair share, Say it again better, Whole class response on whiteboards, sound wave)

3. Reviewing Material

A major issue in learning is the inevitable process of forgetting. Unless we review what we have learned, our memory of that information diminishes. Retrieval practice supports building long-term memory and a level of fluency in recall.

- **Daily review (1)**
- **Weekly and monthly review (10)**
- Begin a lesson with a short review of previous learning.
- Re-teach material when necessary.
- Incorporate worked examples and quizzes into units of work to review material

4. Stages of practice

Lots of practice is necessary to excel. There is a distinction between guided and independent practice.

- **Guide student practice. (5)**
- **Obtain a high success rate. (7)**
- **Independent practice. (9)**
- Provide a high level of practice for all students.
- Guide students as they begin to practice.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

Teachers are responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught.
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources.
- A clear question to pupils outlining the learning intention of the session
- Use of Assessment for Learning.
- Effective teacher input which ensures pupils understand and takes into consideration the different needs of children (use visual images and practical activities to support understanding, ensure that **key ideas and words** are visible and added to learning walls).
- Thorough **resourcing** of activities-with additional resources to support some pupils and stretch others.
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring more able are stretched, less confident are supported although sustained independence should be encouraged at all times.
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments. Teachers must ensure children are given a reasonable and sustained period of time to complete their work.
- **Expectations** of pupil's work needs to be made clear e.g. quantity of work, presentation, and other qualities pupils should be maintaining in their work. Use of the visualiser.
- **Feedback and assessment** which inform both pupils and the teacher of what has been achieved and what needs to happen next. (Assessment for learning)

The teacher needs to have planned how they will use **their time** whilst pupils are at work:

- Circulate the room providing immediate feedback on learning with highlighters to address misconceptions.
- Work with particular pupils to support and stretch them on the carpet.
- Assess pupils' progress.

The Science of Learning & Long-Term Memory

Teachers must consider how pupils learn by connecting new knowledge with existing knowledge. Research shows that there are certain strategies that help to store new learning in the long-term memory. Prior learning should be taken into account to help pupils make links with what they already know. Pupils will not retain new information if they can't make links with prior knowledge.

Below are some of the strategies that can be used to aid new information being stored into the long-term memory:

- **Retrieval** – Do nows, quizzes, use of knowledge organisers, mind maps.
- **Spaced practice** – studying information more than once but leaving considerable time in between so it is harder to recall.
- **Interleaving** the study of different problem types – alternating between different problem types improves the ability to discriminate between problems
- **Elaboration** – expressing new material in pupil's own words. Helps relate it to prior knowledge.
- **Reflection** – Taking a few minutes to review what has been learned and making connections to life outside the classroom.

Strategies to support Learning at Seaton:

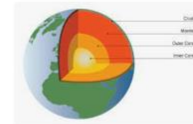
'DO NOW' AT THE START OF EACH LESSON

A short warm up activity linked to prior learning that children complete without instruction or direction from you to start each lesson.

This lets the learning start before you even begin teaching.



SUPPORTING CHILDREN TO BUILD SCHEMAS ACROSS THE CURRICULUM



Each topic lesson ends with a **carefully selected** visual image.

The picture represents a piece of knowledge or a concept that the child is building into their schema. Children discuss and summarise what the key learning points of the lesson are.

The next lesson begins by discussing the image from the previous lesson to re-activate the children's working memory.



In EYFS teachers use carefully selected pictures linked to key themes (E.g. Understanding the world – Autumn) to encourage children to discuss what they know and remember throughout the year. These are displayed around the provision and used in 'reflect' sessions.

Growth Mindset

We work hard to encourage growth mindsets in our children by creating a classroom culture where children have self-belief and know how to learn. We encourage our children to: concentrate, persevere, be cooperative, be curious, have a go, use your imagination, keep improving, enjoy learning. Teachers need to also have a growth mindset and be open to self-improvement through reflection on their own practice. We value developing our teachers to be the best that they can be and will support them on this journey. We carefully plan our professional development sessions to ensure up to date research is explored. Regular learning walks provide feedback on key levers that will move learning forwards in each classroom. Peer observations and team teaching with a leader is encouraged to model and develop good practice.

7. Assessment for Learning strategies

Our aim is to create independent learners who can self-assess, make improvements and know how to learn. Teachers must insist on active learning and use assessment for learning strategies to prevent any pupils from becoming passive learners. Our teachers must believe that **all** pupils can succeed. We aim to do this by using the following key elements:

The key elements:

- Create a learning culture, where pupils have self-belief and know how to learn and teachers have high expectations and belief that all pupils can succeed
- Pupil involvement at the planning stage – What do they already know? What do they want to find out?
- Pupils knowing the learning question
- Discussion about what excellence looks like
- Effective questioning – Check for understanding- how do you know?, Probing, No opt out, Say it again better, Cold call, think pair share, whole class response.
- Talk partners and classroom discussion
- Effective self, peer and teacher feedback

Other strategies:

- In all subjects, children are asked to explain and reason about their work. We encourage dialogue and create a safe environment to challenge each other.
- Think pair share and partner talk to assess understanding of all children.
- Use of white boards to instantly assess understanding.
- Use of mini-plenaries to address misconceptions/challenge children/ensure all children are on task.
- Use the language of growth mindset linked to learning.
- No hands-up- this ensures that all children have to focus on the task and cannot sit back and disengage themselves from the lesson.
- Sentence openers that enable children to start to explain where they are with their learning and achievements.

7a Feedback on Learning

Feedback in the moment

At Seaton Primary we believe that live feedback during the lesson, when learning is taking place, has the most impact on children's learning. **Feedback in the moment** is when children are given immediate feedback on their learning by the teacher, TA or peer and can instantly act upon the feedback. In all lessons, adults should help pupils to seek, receive and use feedback, teaching them to check their efforts against success criteria and consider exemplars analysed at the beginning of the lesson. Adults should circulate and give immediate feedback to children. This can also be done through the teacher stopping for a mini-plenary e.g. work is shown under the visualiser and discussed. Improvement recommendations are given then the class use this learning to improve their own work.

In all books, **pink highlights** should be used to show success and **green highlights** to suggest where improvements can be made. The green highlights should be responded to immediately by the child using their green or purple pen. These edits / elaborations / corrections are evidence that feedback has taken place which impacts on pupil progress. In some instances teachers may need to write to model or scaffold learning next to the green highlight.

Fundamental principles for in the moment feedback:

- Encourage challenge and struggle as the norm when in the learning process.
- Maximise teachable moments through feedback.
- Point out misconceptions and use them as opportunities for self-correction.
- Provide feedback opportunities between students themselves.
- Make all feedback task related (linked to the LQ) rather than ego related (how smart they are).
- Don't give feedback too quickly, too often or at the expense of cognitive demand...allow more struggle, climbing out of the pit, and less reliance on it...but know the student.
- Give and encourage feedback which is just right for each student (not too easy, not too challenging).

Post lesson feedback

Anything which happens after the lesson has questionable value compared to what happens in the moment. It is our intention to attempt to ease teachers' workload by emphasising that often *less is more* when it comes to post lesson feedback. If '**in the moment feedback**' has taken place in the lesson and pupils have been provided with opportunities to review and improve their work, then a written comment after the lesson is tokenistic and possibly a waste of time. However, if in the moment feedback did not take place then a comment may be necessary. Only leave a comment if it will move learning forward. Teachers should consider the impact of everything they do and decide its value. Where comments are made, they should focus on moving the learning forward.

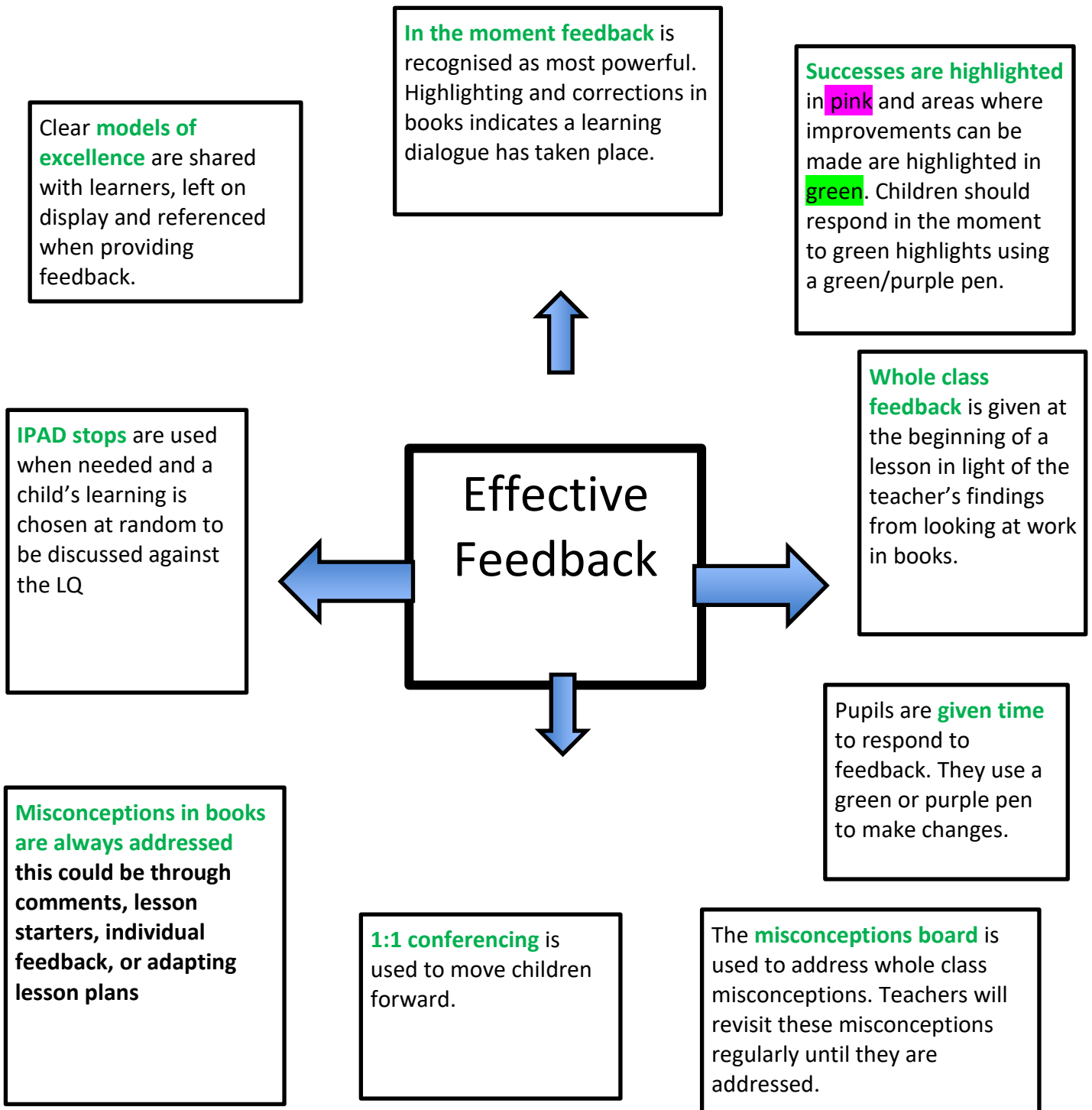
It is important that the pupils know that their work has been looked at and that the teachers know the learning that has taken place and any misconceptions that have arisen but this can be done in many ways.

Strategies that can be used:

- Checking books for planning purposes and to inform the next lesson
- Tick to show work has been looked at/highlights
- Whole class feedback at the beginning of a lesson – overview of what went well and how they could improve.
- Misconceptions board – to be worked on until misconception has been addressed
- Conferencing with students about their work

Feedback at Seaton Primary School

Seaton Primary School identifies feedback as one of the most powerful tools a teacher has with research suggesting it can add +8 months to a child's learning.



Feedback in daily writing

- Shortburst writing activities in the immersion phase of each learning sequence should be used to identify misconceptions to teach to throughout each unit.
- Teachers and teaching assistants provide live feedback to children as they write by conferencing with pupils as they float the room. Children are encouraged to edit live using purple pen to show their improvements as feedback is given.
- Teachers and TA's will use the highlighter pens to indicate where improvements need to be made and the child's success on a daily basis and where ever possible with the child during the lesson. Children should make all edits using a purple pen.
- Mini plenaries should be used to address common misconceptions in the moment.
- Effective pieces of writing are shared and discussed with the class – what makes this piece of writing good?
- Common misconceptions are put onto the classes misconception board to be retaught and revisited in starters and SPAG sessions.
- Focussed self-assessment and peer assessment can be used to provide feedback to pupils.

Independent Task

- Teachers float with yellow highlighters to identify success against EGG descriptors while children write independently.
- The independent write piece is then used to assess writing progress on the EGG assessment sheet.
- A personal target is set from each independent write. Targets should be personal to each child and **identify a key lever that will lead to progress based** on the child's current writing level. These targets are written in the child's book or shared verbally. Targets should show progress throughout the year as teachers teach to address targets identified.
- Teachers will also write a comment linked to effort and enjoyment of reading the child's final piece as motivational feedback.
- Some independent writes may be published to showcase and celebrate writing for purpose.

Maths

- All questions that have a set answer will be marked by the teacher, pupil or peer marked within the lesson.
- A green highlighter pen will be used to show children where an error has been made during the lesson or before the start of the new lesson.
- Pupils should correct any errors they have made to their work using a green or purple pen.
- Feedback will inform pupils what they have done well and what they need to do next to improve
- Teachers must refer back to subsequent marking to measure the impact their marking is having on the pupils.
- Work must be marked before the next lesson by the child, peer or adult, and where possible, in the presence of the child.
- If children are answering lots of questions incorrectly, they must be identified and brought into a guided group during the lesson or receive intervention in the afternoon

8. Tracking Pupil Progress

We use data from termly assessments to create and update year group tracking grids which monitor the progress of all children and inform discussions in termly 'Pupil Progress Meetings.'

The tracking grids identify which children are on track to make expected/good progress and identify which children may need additional support / intervention in order to meet their progress targets. Progress targets are set for each child at the start of the year based on the EYFS and End of Key Stage 1 achievement outcomes.

Actions to accelerate pupil progress for each child in the 'concern box' are agreed in the meetings and reviewed the next term.

Summative assessment takes place termly and teachers use this to inform teacher assessments which are moderated by phase leaders / DHT. Teachers input data into their classes assessment grid to be moderated by the assessment lead before being input into INSIGHT software termly.

Tracking grids are then created by teachers so that all teaching teams can see which children are on track to meet their progress targets and which children are not on track and therefore need to be the focus for discussion in Pupil Progress Meetings. During pupil progress meetings, teachers reflect on whether students are on track to meet their end of year progress targets based on their performance in the summative assessments at the end of each term. Professional dialogue informs targeted intervention and wider strategies which may need to be put in place. SEN and Pupil Premium children are also always discussed during Pupil Progress Meetings.

9. Summative Assessments

Summative Assessment is the formal testing of what has been learned in order to make a level judgment on attainment. It is also an opportunity to find out which children are making expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up through gap analysis of test papers and discussions in pupil progress meetings. We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages.

The shared language of assessment in our school in relation to the national standard is:

'Expected (EXS),

'Greater Depth (GDS)

Working towards (WTS) and

When a child is 'Working towards' the expected standard the teacher must decide whether they are 'Just Below (JB)' – accessing their age related curriculum

'Below'(B) – Accessing learning below their age related curriculum but not pre key stage

Well Below (WB) – Pre Key stage

Raw and standardised scores from tests are collected and submitted into class teacher assessment grids in order to inform level Judgments. Teachers have the opportunity to provide a teacher assessment alongside any test data submitted where a test score does not reflect the day to day level of attainment that a child demonstrates in the classroom. This is especially relevant for EAL and SEND children, who may not achieve well in tests.

Test results are all stored centrally in INSIGHT software and provide us with a whole school picture, which we can analyse in different ways against different cohorts.

Summative Assessment in Maths:

Across the school we use the WR Edition Power Maths Progress Test Materials. Children sit an arithmetic and reasoning paper up to half termly which is in line with the Power Maths Curriculum to support teacher's judgements. Teachers should use professional judgement to create decide which questions children should answer based on the units taught to the assessment date. A hybrid paper can be created. The Power maths Assessment materials give clear guidance on the thresholds for working towards, expected, and greater depth and these are used in conjunction with ongoing formative assessment to support teacher's termly assessment judgements.

At the end of the Summer term children in years 3-5 also take an NFER paper in Maths.

In year 2 children sit an end of key stage arithmetic paper in Autumn term aswell as the Power Maths progress tests. In Spring term children sit a past SATS paper instead of the Power Maths papers. In the summer term they take an end of Key Stage Assessment.

In year 6, children sit year 6 past papers at the end of the Autumn and Spring terms and in the summer term they sit the statutory end of Key Stage Assessments.

Summative Assessment of Reading

EYFS and Key Stage 1 – Children are assessed half termly using RWI assessments which inform the RWI progress checker and RWI groupings.

Year 2 – Children sit a past year 2 reading paper in Autumn, Spring and the end of Key Stage 1 reading assessment papers in Summer.

Years 3, 4 and 5 – Children sit an NFER reading paper towards the end of the Autumn, Spring and Summer terms.

Year 6 – Children sit a past year 6 reading paper in Autumn, Spring and the statutory end of Key Stage 2 reading assessment papers in Summer.

NFER standardised tests are used to assess reading. We are confident of their robustness as they are drawn from a large sample size. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 115 will be deemed to be working at national standard. Children falling below the 99 mark will be deemed to be working towards a national standard and children falling above the 115 mark will be deemed to be working at greater depth. Scores below 80 and above 130 will be considered exceptional (as set out by the NFER), so these scores will be a way of identifying children falling significantly below or performing well above national expectations.

Writing Assessments

In order to show children's true development in writing, we encourage an independent write following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term.

During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a piece of writing to base their assessment on. They will then use the writing progression document (EGG) to provide a summative judgement of writing at those three points in the year.

Evidence which demonstrates a child has mastered a criteria point is highlighted in yellow on the child's work. The EGG grids are working documents and evidence of independent application can be identified at any point in a term

Summative Assessment Timetable

Summative assessment is collected using a breadth of evidence including assessments, books, reading records and tests, running records, tests and statutory tests. NFER tests are also used in KS2. This is very much an assessment of the children's current learning.

Assessment timetable	
September	<ul style="list-style-type: none">• Reception baseline
November / December	<ul style="list-style-type: none">• Assessment Week – tests• Autumn data drop• Pupil progress meetings
March	<ul style="list-style-type: none">• Assessment week• Mock SATS weeks• Spring data drop• Data monitoring report• Mid Year Pupil Progress Meetings
May	<ul style="list-style-type: none">• KS1 and KS2 Statutory tests (SATS)
June	<ul style="list-style-type: none">• Year 1 phonics screening• Year 2 phonics re-sit screening• Year 4 multiplication tables check• EYFS data• KS2 Assessment weeks• Summer data drop
July	<ul style="list-style-type: none">• Data monitoring report• Pupil Progress Meetings and class handovers

Science Assessments

We assess Working Scientifically skills using a TAPS assessment at the end of each unit.

Knowledge objectives are assessed through pupil voice discussions and explain a page style tasks using schema building visual prompts and identified key knowledge questions. Teachers report attainment levels in Science at the end of each year through pupil's school reports.

Non core subjects are assessed formatively through teacher judgements. Teachers plan an independent task linked to the visual prompts that they use support schema building to be completed at the end of each unit which provides an opportunity to see what the children have learnt. Pupil voice discussions supported by the schema pictures can also be used to support assessment. Teachers report attainment levels in non core subjects at the end of each year through pupil's school reports.

PE

We assess PE using the REAL PE Jasmine assessment COGS at the end of each unit. Teachers submit their assessments into the online platform.

Statutory assessments

During their time in primary school children will sit statutory assessments at five points across their time in primary school:

Reception – Baseline – September & EYFS profile – submitted in June

Year 1 – Phonics screening test – June Year 2

KS1 SATS in Reading, Writing, SPaG and Mathematics – May – internally marked and teacher assessment provided

Year 4 – Multiplication check

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – May – externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

EYFS assessments

EYFS assessment is based upon judgements across the 7 key areas of learning. Assessment is based upon classroom observation and uses the early learning goals from the EYFS framework terms below:

- meeting expected levels of development
- not yet reaching expected levels

At Seaton we collect evidence through the Seesaw Platform.

10. Teaching Assistants

Preparation

It is the responsibility of the teacher to ensure that all teaching assistants are informed about every lesson prior to it. Teaching assistants should be clear on the learning question and the concepts being modelled so that they can mirror the modelling and scaffolding of the teacher when supporting children.

During Lessons

Teaching assistants should be fully involved with children's learning at all times in the lesson whether it is on the carpet, monitoring behaviour during lessons or whilst independent work at tables is being completed. It is not acceptable for a teaching assistant to be simply sitting and watching the delivery of the lesson. Teachers and teaching assistants must have to hand: a pink highlighter pen for marking what has been achieved, a green highlighter pen for immediate improvements.

Teaching assistants should:

- Know who all the target children are in the class (See year group tracking grids) and they should target them both on the carpet and at tables.
- Engage in role play with the teacher (where appropriate) to pretend not to understand concepts to model learning behaviours, draw out misconceptions and encourage children to explain what they know.
- Use practical resources and visuals to support children's learning effectively.
- Spot misconceptions on the carpet on whiteboards/in talk partner discussions and feed them back to the teacher or address them immediately.
- Use questioning to move learning forward instead of telling children the answers.
- Provide feedback for target mastery children.
- Inform the teacher if many children are misunderstanding a concept so that it can be addressed as a whole class or group.
- Live mark effectively in all lessons using highlighter pens and verbal feedback.
- Update the misconceptions boards during lessons from information gathered when live marking.
- Address misconceptions during the afternoon (where directed).

Transition between classes.

Teaching assistants must make sure that behaviour in communal areas, cloakrooms, corridors and in lines is the best it can be. This must be done through positive praise and consistent reminders about walking sensibly and lining up quietly. Children must be supervised during all transitions at all times.

In the playground.

All teaching assistants in the playground are expected to join in and play games with children. They should actively pre-empt misbehaviour.

In the afternoon.

TA's should be involved in RWI 1:1/ reading interventions /addressing the Next Step needs from the morning. In some cases there will be exceptions, where a teaching assistant will need to be in class.

11. Minimum Expectations for pupil books at Seaton Primary - Visible Consistency

Our pupil books must reflect our school value of 'Be the best we can be!'

- All books must printed label with the child's name, class and subject typed onto it.
- Pupil books must all have a consistent style with an agreed colour for the cover of each book colour of each subject book. reading, writing, maths, Science, History, Geography, RE, PSHE, Art, DT
- **Children write the full date on the top line in their writing books** – beginning at the margin on the left-hand side: underlined with a ruler (days of the weeks must be spelt correctly) **In all other books they should write the short date.**
- Leave a line before writing the learning question or Journal title (which must be copied off the board spelt correctly underlined with a ruler. Independent writes should just be titled.
- No Scribbling out in books – children must be trained to draw a single line through a mistake and not scribble over their writing.
- Pencils and pens – children write in a pencil until their teacher deems that the child is 'being the best they can be!' with their standard of presentation and handwriting. The use of a pen can be taken away if standards dip. Pens used in school books must be black handwriting pens not personal biros.
- For shared and independent writes children must be trained to write on every other line to allow editing space. Shortburst writes and published final drafts should be written without leaving a line.
- Learning journeys must be evident in books.
- Visuals – where children are writing about a picture the picture should be stuck neatly into the books as a visual for the children to write with. (Down the margin / under the title)
- Scaffolds that support children's learning should be stuck into books if required
- Live marking/feedback which moves learning forwards must be evident in books
- Spellings – RWI red words, age related compulsory spellings and spelling rules that have been covered in the spelling programme must be spelt correctly in books. Teachers should highlight, within reason, if spelt wrong (appropriately for each child).
- EGG writing assessment cards must completed after every independent write and kept readily available to teachers and pupils. (Back of book or separate folder)
- Maths practice books must be dated. Reflects must be completed at the end of every lesson. Maths journals should have a date and a title for every entry. Journals should demonstrate depth of learning. Each journal entry should be individual to each child and reveal their thinking. There should also be a variety of journaling types

Layout and Presentation

Presentation of our work

- A sharp pencil must always be used to write with.
- When we can write with a neat joined script, we will become a pen writer.
- Once a child becomes a pen writer, they stay a pen writer unless instructed by an adult.
- All maths calculations and diagrams must be completed in pencil.
- All charts and graphs must be completed in pencil.
- The date goes on the top line, leave a line, write the learning question or title on the next line. Both should be underlined using a ruler.
- We do not write or doodle on the front cover of our books
- Colouring pencils only will be used in exercise books (not felt pens)
- Cross out any mistakes with 1 neat line.
- Leave a line and an indent for every new paragraph.
- Rubbers are not to be used unless directed by the teacher.
- If work is being stuck into books, it must be stuck carefully so that it fits nicely and doesn't overhang the page (we do not fold and stick work into books).

In all subjects, please ensure that every opportunity is taken for children to self - record and write straight into their books rather than sticking in worksheets. Scaffolds, however, should be stuck in to support learning.

Reception / Foundation Stage

In the Reception year we will offer parents ideas and practical activities to do at home with their children to support the learning that has taken place that week. This might include practising the letter sounds that have been taught during the week and consolidating the maths learning that has taken place. We may also direct parents to websites or videos to look at with their children. The Reception weekly newsletter regularly contains ideas to support learning at home. We encourage parents to spend free time with their children on sharing enjoyable activities, for example cooking, days out and researching topics that your child is interested in, or ones we are focusing on in school. We hope that, by making this a time that children can spend with their parents engaging in fun activities together, it will be enjoyable for all to take part in. Parents should read books to and with their child each day, particularly the Reading Challenge books we give out. Sharing books is just as valuable in aiding a child's progress in reading as is a child reading to an adult in school or at home. We will also send home reading sheets or books relevant to each child's stage of development. Parents should aim to listen to their child read their school book at least three times a week.

We will welcome any feedback from parents and children about what they have done either verbally or if they have chosen to make a record of what they have done using our Seesaw app.

Key Stage 1 (Years 1 and 2)

Reading

We ask parents of pupils in KS1 to read daily with their child for fifteen minutes. This can include your child reading their phonics book, school reading books, oxford owl ebook, library books, Reading Challenge books, you sharing books together, or you reading to your child. When sharing a book, parents should engage in some discussion about the text and vocabulary choices.

Maths

All KS1 children should regularly access Numbots (2-3 times a week). Numbots is an online programme used to support number bond knowledge.

Year 2 pupils can also login to TT Rockstars to support with multiplication facts and timetables.

Spelling

In **year 2**, children will be set a weekly spelling list of ten words. The spellings will mirror the spelling rule being taught in school that week or will be from the Year 2 Common Exception word list. Pupils need to practise these words at home for their weekly spelling test.

Wider curriculum

Flip learning homework projects will be set half termly. Families are encouraged to spend time researching about an upcoming topic shared through the termly curriculum maps and create a poster, model, piece of art or project book to bring into school and share. These projects act as pre-learning platforms so that children have some basic knowledge to hook new learning onto.

Key Stage 2**Daily Reading**

Children should read at home for 20 minutes daily. We encourage parents to ensure that reading at home is a mixture of reading aloud, reading independently and being read to by a family member. Children should complete an accelerated reader quiz on each book they have read at home so that teacher's can track home reading.

Maths

All KS2 children should regularly access Times Table Rockstars (2-3 times a week) to support with multiplication facts and timetables.

Spelling

Children should practise weekly spellings through spelling activities including the online platform Spelling Shed. Assignments in the form of spelling games/activities will be set on a weekly basis.

Wider Curriculum

Flip learning homework projects will be set half termly. Families are encouraged to spend time researching about an upcoming topic shared through the termly curriculum maps and create a poster, model, piece of art or project book to bring into school and share. These projects act as pre- learning platforms so that children have some basic knowledge to hook new learning onto.