

The Orchard



Inspiring Success

Curriculum Planning, Teaching and Assessment Policy September 2023

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves.

We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

Learning:

- **Creating and thinking critically:** Problem solving – using and applying knowledge and skills
- **Confidence** to take risks and to be independent
- **Collaboration**
- **Curiosity**
- **Responsibility, Resilience, Resourcefulness, Reflection, Reasoning, Respect**
(6Rs)
- **Exploring, Playing**
- **Active learning**
- **Tolerance and respect** for others, their ideas and opinions
- **Enthusiasm and Engagement**

Teaching:

- **Tenacious-** wanting the best for every child, every lesson, every day
- **Engaging and Inspiring**
- **Analytical and reflective assessment:** rigorous and influences every lesson
- **Challenging-** underpinned by high expectations
- **High Quality Interaction-** questioning and feedback which guides next steps, praises effort
- **Excellent relationships** underpinned by care and respect
- **Rich Language and learning environment**

Leadership:

- **Consistent**- underpinned by a clear, well communicated vision
- **Rigorous** – analytical, informed by high expectations and determination to achieve the best for every child
- **Relevant** – based on thorough knowledge of the school, its children, families and staff
- **Current research**, social and political climate
- **Exemplary**- excellent role models to ensure consistency and clarity
- **Aspirational**
- **Motivating**

Professional Conduct:

- **Reflective** on own practice- proactive in seeking professional development
- **Empathetic** to others' needs, concerns, priorities
- **Seek Solutions or Guidance**
- **Polite** to children, staff, governors, visitors
- **Enthusiastic "can do"** approach and positive in the face of adversity and change!
- **Communication** which is clear, effective: good listening, maintaining confidentiality
- **Teamwork**- sharing planning, ideas, resources; flexible, approachable, sense of humour

Our Approach to Curriculum planning and teaching

INTENT

At The Orchard we want all children to **master** skills and gain a **deep**, secure understanding of their **knowledge** across the curriculum.

We want the children to be motivated to learn, to be able to reason and use and apply their learning.

We will provide a language rich curriculum and high quality teaching for mastery supported by thorough planning and assessment to build on prior knowledge.

As we want children to **master** their learning we aim to ensure a **consistency** of teaching where the following elements are discussed during the **planning** process and **embedded in our delivery** of all lessons:

Modelling, **M**icrosteps, **M**isconceptions, **M**etacognition

Assessment, **A**sking questions

Sequences of lessons- carefully planned to ensure "sticky" knowledge retained

Talk features throughout the lessons- children speaking in full sentences

Extending vocabulary at every opportunity in every lesson

Repetition, **D**eveloping Reasoning

Your own subject knowledge as a teacher needs to be continuously developing and supported through CPD and the collaborative planning process.

Classroom environment and Teaching : Further Principles

1. We believe in creating a well-organised, tidy and stimulating environment that supports learning, concentration and focus and an attitude of enquiry and independent learning.

2. We believe in promoting the 6Rs of Responsibility, Resilience, Resourcefulness, Reasoning, Reflection and Respect
3. We believe children should develop as active, involved learners through ensuring high quality interaction between adults and children
4. We believe children should be taught knowledge and skills thoroughly through repetition and in memorable, motivating ways
5. We believe in identifying and assessing children's learning needs and using this information to inform careful planning and differentiation to ensure the children achieve identified learning objectives.
6. We believe that effective teaching is facilitated by reflection and discussion of policy and practice by teachers, support staff, governors and parents.
7. We believe in teaching a broad and balanced curriculum to which every child is entitled, regardless of race, gender, ability or background.
8. We have high expectations of all of the children in our school and believe in making these explicit to all of the children and adults in our school

Planning Policy

Aims

- We know **what** to teach the children each term
- We have appropriately high expectations of all the children
- We ensure that **all** children will have the opportunity to meet expectations or work at greater depth within the end of year expectations
- We know the key skills and concepts children need to know- in the right order where this is important
- We ensure there is progression and continuity between year groups
- We know what to assess
- Assessment is accurate, rigorous and informs planning
- We can communicate the next steps to the children and parents
- The Children, Parents and Staff know and understand what the assessment statements mean
- We can plan and teach to ensure we meet the needs of all the children, building on prior learning
- We can identify children early who are not achieving expected progress or attainment and support them

Planning Resources

In order to assess and plan without levels we have created detailed **schemes of work** in all areas of the curriculum. These have been written incorporating the NC content and skills and end of year expectations. These will inform medium (half termly) and short term (daily and weekly) planning in each year group as well as our assessments. To inform our planning we also use the following key resources:

- National Curriculum
- *GLF maths scheme (based on NCETM materials)*

- *White Rose Maths hub*
- *Get Set 4 PE*
- *Little Wandle Letters and Sounds Revised*
- *CLPE recommended texts and guidance*
- *DfE Reading Framework (July 2021) Music Express (Collins Connect)*
- *Teach Computing (Computing)*
- *Project Evolve (Online Safety)*

Expectations for teaching and learning

To ensure accuracy and validity of our assessments we have carefully considered what children need to demonstrate to achieve end of year statements securely.

For learning **to be evaluated as secure**

- It needs to have been **replicated** in **similar** contexts
- It needs to have been **reproduced** in **different** contexts
- It needs to have been **applied** in situations where children exercise **choice** and are **challenged** in their thinking
- It needs to be **independent**.

In order to ensure each child develops a **secure understanding** and a **mastery of skills** we will use the framework below to guide our planning, teaching and assessment

Teaching- putting the expectations in to practice

In each area of the curriculum children are given the opportunity for practising, developing independence and using and applying. Children are presented with increasingly challenging micro steps, carefully planned to develop their reasoning and reinforce concepts. In their learning children are challenged through carefully targeted questioning asking children to

- Describe
- Explain,
- Convince
- Justify
- Prove

Teachers and Learning Support Assistants intervene, clarify any misunderstandings and ensure children make corrections and improvements during the lesson.

Creating Learning and Assessing opportunities in Reception:

Self -initiated Learning- Encouraging and developing Mastery

In order to enable children to make choices and demonstrate what they can do completely independently in their learning and problem solving we need to create an **environment** where they can:

- select resources
- build on what they already know and can do

- be motivated to challenge themselves
- be engaged and show sustained concentration

so we need to set tasks which will capitalise on:

- natural curiosity and their interests
- what has been taught and learned
- a stimulating, well organised and presented learning environment

Promoting self-initiated and independent learning therefore involves **careful planning Reception classes**

Each bay (indoors and outdoors) will have one planned adult -focussed task and several areas for self- initiated learning

The **self- initiated learning** areas will include resources and prompt questions and would include the following opportunities:

- **Revisiting** a previous adult focussed task (from the week before)
- **Exploring** resources , skills, knowledge and ideas for a task you plan to teach the following week
- **Role play**
- **Reasoning-eg: sorting, ordering, organising, explaining**
- Games, Toys, Puzzles, Construction, fine motor activities
- **Enquiry** – using a range of resources and materials to answer their own questions
- **Recording-** using a range of resources to record their own ideas
- **Making/Creating-** using a range of resources to create a representation or model

Long term planning

In planning our school curriculum, we follow the Early Years Foundation Stage Curriculum (YrR), National Curriculum (Yr 1 and 2), and incorporate this work with our own school schemes of work. For RE we follow the Surrey Agreed Syllabus. In teaching phonics, we use the Little Wandle Revise Letters and Sounds Programme. In reading we use Big Cat Phonics, and a variety of schemes and non- scheme fiction and non-fiction books. In teaching Mathematics, we teach for mastery and we are using the NCETM based GLF scheme and the mastering number programme.

The Whole School team reviews the long- term plan known as the “School Curriculum Framework” each year to ensure that the areas of learning and links between them are appropriate for the age, interest, motivation and progression of the children. The school Curriculum Framework incorporates the 6Rs and the teaching of our three core values, determination, respect and courage.

National documents and school schemes are available to teachers and learning support assistants online via the School Share Point.

Medium term planning

Teachers refer to (1) individual children's assessments (2) school curriculum framework (3) school schemes of work and national policies to devise a plan for each half term. Teachers provide targets for the children for each term for reading, writing and mathematics.

Short term planning

Short term plans include the lesson plan for each day. The key elements of these short-term plans are the learning intention for each lesson related to prior learning. Planning should be clear so that another professional (supply teacher, Learning Support Assistant, observer – Head Teacher) can understand what is going to be taught and how.

Short Term plans will include:

- Learning intention
- Stem sentences in mathematics
- Misconceptions
- Key Questions to ask including opportunities for metacognition
- Key Vocabulary
- Introductory activity
- Main Activity
- Support for SEND/Extension questions/tasks
- Check in groups for Teacher and Learning Support Assistant

Planning is available on the Share-point so that the head teacher and subject leaders can review it and provide constructive feedback.

Planning for Phonics is available through the Little Wandle website.

The following proforma are used in reception (Foundation Stage) and year one and two (National Curriculum) classes.

See appendix for medium and long-term plans

Below is the short – term planning proforma/prompts

The Orchard Short Term Plan

Focus Text:

Year Group:

Week:

Term:

Subject	
Learning Intention	
Potential Misconceptions	
Key Vocabulary/ Sentences	
Key Questions	
Introduction Activity	
Main Activity	
LSA/CT check	
SEND/ EXTEND	

Subject	
Learning Intention	
Potential Misconceptions	
Key Vocabulary/ Sentences	
Key Questions	
Introduction Activity	
Main Activity	
LSA/CT check	
SEND/ EXTEND	

Subject	
Learning Intention	
Potential Misconceptions	
Key Vocabulary/ Sentences	
Key Questions	
Introduction Activity	
Main Activity	
LSA/CT check	
SEND/ EXTEND	

Short Term Planning Guidelines

What must be done daily :

- Exercise Routine!
- Phonics: 15-30 minutes each day dependent on year group (includes common exception word/tricky word teaching and writing and whole class reading)
- Handwriting
- Reading lesson time which incorporates your individual and group reading 20 minutes in year R, 1, 30 minutes in year 2
- Writing
- Mathematics
- KIRFS in Mathematics
- ICT- across all subjects as appropriate
- Plenary session(s):key question: what have you learned? How successful was your learning? Why? What should happen next time to make the learning better?/to make progress?

Weekly:

- Reading individually with each child
- Reading with each child as a member of a group
- 2hrs PE
- PSHE and RSE
- HOMEWORK-
reading
phonics
word of the day/words of the week spelling practice
mental maths
Reading comprehension homework- year two

What can be taught flexibly and creatively through blocking and cross curricular work:

- Literacy (**in addition** to daily timetabled lessons) through Geography/History/Science/RE etc
- Mathematics (**in addition** to daily timetabled lessons)
- Computing- with some discreet teaching of skills
- Creative – DT, Art, Music- but these subjects are also given discreet time.

What needs discreet subject teaching

- Mathematics
- Phonics
- Reading
- Writing
- Music
- Art/DT
- PSHE and RSE
- Music
- Geography
- History

- Science
- RE
- PE

For short term planning please include:

- Learning intention
- Stem sentences in mathematics
- Misconceptions
- Key Questions to ask including opportunities for metacognition
- Key Vocabulary
- Introductory activity
- Main Activity
- Support for SEND/Extension questions/tasks
- Check in groups for Teacher and Learning Support Assistant

Timetabling

Staff at The Orchard timetable the curriculum with the majority of the timetable used for daily discreet teaching. Some subjects, however might be taught over a number of days to ensure depth and quality. Other areas such as phonics, maths, reading, mental maths and our daily exercise routine **must** be taught as brief, interactive, **daily** sessions.

It is important at every planning stage that teachers ensure relevant, meaningful links where possible between subjects and always ensure lessons are sequenced carefully to enable children to build on prior knowledge and make memorable links. (see school curriculum framework and example of medium- term half term planning grid).

There is some flexibility about the way in which time allocations are met. For instance, a class might spend all of the allocated time for geography and history on the geography topic during one half term, knowing that the next half term there will be a history focus combining history and geography time. Foundation subjects may be combined with English/writing focussed lessons. Science or RE may be integral to some Foundation Subject teaching. However, the learning required for each separate subject must be taught and the separate subject schemes of work must be followed.

It is also important that when there are visitors or theatre workshops or unusual events occur, the learning should incorporate these events and add to (not detract from) the overall curriculum provision. For example; 'World Book Day', visits from the dinosaurs, hatching ducklings, a science forensic workshop, a drumming workshop, the days after a farm/zoo/other visit or if there has been a snowfall etc!

Also, during the summer term we organise a curriculum week focussing on PE/Sports or Music/Drama/Dance or Art. During this week the normal timetable is suspended to allow for visitors and different activities or events. Again, it is still important to ensure that all curriculum areas are taught according to the schemes of work across the year.

Classroom Organisation

In all aspects of our teaching and learning we endeavour to meet our stated aims. Therefore, in planning the classroom environment we work to ensure that our organisation supports the development of the children's independence, confidence, knowledge and skills.

It is intended that the organisation of space and resources will maximise the children's time and opportunities for learning and the Teacher's/Learning Support Assistant's time for teaching.

Good classroom organisation should enhance the learning through:

- Developing independence and children's ability to find and access resources
- Creating a calm environment
- Valuing and respecting the classroom resources by organising, presenting and looking after them with meticulous care

- Encouraging organisational skills
- Saving the Childrens' time – to focus on the learning
- Ensuring children learn how to select appropriate resources for a task
- Saving the Teachers' and LSA's time – to focus on the teaching and assessment
- Clarity for supply staff and helpers

Things to include

- Space! You and the children need as much as possible to move around, and on the carpet for whole class times. Try having some table areas coming off walls around the room rather than all in the middle.
- Include an independent work station in your classroom
- Book corner- keep it beautifully organised and inviting- train the children how to look at, and put away books. Make it organised and linked to your reading and other lessons. Change the author focus each half term.
- Worry box or place to put your name/message if you need to talk to the teacher about something
- Computing area- look for where the main group of sockets are first- to avoid using extension leads!
- Maths resources area
- Anti -Bullying poster-what to do if
- Writing area for free writing
- Storage. All the equipment needs to be clearly labelled to ensure the children can find and put away.
 - -All the books and folders should be accessible by the children and they should be able to file their own work easily.
 - All maths equipment should be easily accessible to them so they can select appropriate equipment and put it away tidily by themselves
 - All writing equipment, glue sticks and scissors should be accessible and well organised so that children can select appropriate equipment and put it away tidily by themselves
 - There should be a system for putting away marked work and unmarked work which the children can manage by themselves.
 - On tables you need to ensure children have self checking resources including word banks, phoneme mats

Classrooms should include:

- Children's published (corrected) written work on walls ! – changed at least each half term
- Writer of the week
- Words of the week
- Maths working wall
- English working wall
- Phonemes –with picture clues- (Little Wandle Resources only)
- Our 5 school rules
- 6 R balloons
- Sunshine, cloud and rainbow with children's name cards
- large script a-z
- Tricky/Common Exception words
- New vocabulary
- Group lists
- Yellow card
- Globe

- Map of world
- Worry box

- Information. Please put together in a slim folder in your desk drawer/area
 - Timetable
 - Health needs (red sheet)
 - Red card

Learning Support

Every class at The Orchard has a Teacher and a Learning Support Assistant. All classes have a minimum of 15 hours per week support. Reception classes have full time support from the Learning Support Assistant. The teacher has a crucial role in maximising this very valuable support and is responsible for organising the Learning Support Assistant's time and duties as his/her line manager. There is a sheet providing guidance on managing this time. In addition, each year group may benefit from having an additional Learning Support Assistant who is paid to support individuals, pairs and small groups of children dependent on need. These members of staff are managed by the class teacher but are under the guidance of the SENCO. When beneficial for the individual concerned this Learning Support Assistant may work with small groups which include the individual. There will also be regular occasions when a Learning Support Assistant works with a different group to allow the teacher individual teaching time with the child who has special educational needs.

Learning Support Assistant Role

All Learning Support Assistants' first line manager is the class teacher or Centre Lead Teacher. Their next line manager will be the Year Team leader and then the Head Teacher. The SENCO and Centre Lead Teacher have oversight of LSAs who work mainly in the centre and those who provide 1:1 support for children with complex needs.

The **main role** is to support the learners **in the classroom**- checking in on allocated groups, questioning, marking, correcting and providing concise, informative feedback. The teacher will allocate which groups are your "checking in" groups for each lesson. Teachers and LSA staff move at a good pace around the allocated individuals rather than sitting down and re-teaching. In this way each child will have their work marked during a lesson and individual feedback given.

When the teacher stops the class for any reason the LSA role is to stop any interaction and prompt (non- verbal signals) any child who is not listening to listen to the teacher.

Whole class carpet time will be the main time to do the following jobs: **(Please can tasks be completed in the classroom unless agreed otherwise so that you can hear the introductory session with the whole class.)**

1. Prompt and encourage individuals on the carpet as required, observe and assess using a checklist
2. Check the teacher's plan which will be left out in an agreed place and will indicate clearly which group they are to work with and what skills/concepts they need to develop.
3. Check all book bags, passing on information and changing books where necessary.
4. Prepare resources for the lesson- ie putting things out on tables as required
5. Other admin jobs for the teacher in the order as prioritised by the teacher.

Weekly team meetings: LSA staff attend a weekly year team meeting to explain events, priorities, address concerns and to clarify expectations.

Breaks/Duties

Please ensure that all of the tasks required by the teacher are completed before the next session - please do not go for your break without checking with the teacher first. One or two duties will be undertaken supervising the children's play at playtimes during the week. These duties are carried out with another member of staff.

Parental support

(Please refer to Working in Partnership with Parents Policy)

It is vital to inform parents about the curriculum and the way in which it is taught – see guidance sheet for class talks.

We also encourage parents to help in and out of the classroom and provide parent helper safeguarding and training sessions during September and October to encourage and develop this role. The teacher or Learning Support Assistant needs to liaise with the parent helper so they are clear about their role and responsibilities for that day.

Resources

The use of resources needs to be carefully planned by the teacher to ensure we meet our stated aims for the learners and the curriculum. Each Subject Leader keeps a list of the resources for each area of the curriculum which is useful at the medium-term planning stage.

New curriculum resources, when our budget allows, are purchased annually with the funding weighted towards School Improvement Plan priority areas.

Resources are ordered and purchased via the subject leader according to the following criteria questions.

- Will the resources enhance learning?
- Are they necessary for curriculum delivery (see curriculum framework and schemes of work)
- Have teachers identified the need?
- Is the quality good? Consider health/safety issues/durability/ease of use/ease of storage.
- Are they affordable within the allocated budget.
- Will they promote equal opportunities (see book buying policy, racial equality policy) encouraging all children to learn irrespective of gender, race, ability or background.
- Will they promote our stated aims for learners (e.g. independence, confidence, collaboration, challenge)?

Some resources are stored centrally for all classes to borrow.
Year One resource area: Science, History, Geography, RE.
Hall: Music resources, PE resources
Upstairs offices: SEND resources for LSAs
Pine class and rainbow room: SEND resources for children.
Other resources will be stored in each classroom.

All resources should be clearly labelled and easily accessible particularly in the classroom where children's independence is to be encouraged. In central shared school resource areas it is every teacher's responsibility to ensure resources are returned carefully to the place they come from.

Plenaries

Celebrating and providing qualified feedback on success

What did you do well?

What are you really pleased about?

What did you work hard at?

Did you achieve the success criteria (which?)

How did you achieve that?

I liked the way you

I noticed that you

Evaluating own learning and progress

What have you learned?

What did you improve (after marking?)

What did you get better at?

Next steps

What did you find difficult?

Was there anything you didn't understand?

What do you need to do next time to be even better?

What else do you need to learn?

What else would you like to learn?

Effective Teaching and Learning

Teaching

- ✓ Modelling
- ✓ Misconceptions- planning for them
- ✓ Microscopic steps planning
- ✓ Metacognition opportunities built in
- ✓ Asking questions which enable children to extend thinking and use of language
- ✓ Assessment built in –systematic feedback by you and LSA
- ✓ Sequences of lessons carefully planned so repeated, gradually developing thread of knowledge which “sticks”
- ✓ Talk
- ✓ Extending vocabulary
- ✓ Repetition
- ✓ Your Subject knowledge- developing through planning, cpd and reading

The ethos and environment you create:

- ✓ Knowledge of the children
- ✓ High expectations which are clearly communicated
- ✓ Good relationships
- ✓ Enthusiastic delivery
- ✓ A clear, well understood and effective routine
- ✓ Immaculately organised classroom and appropriate resources
- ✓ Involvement of **all** children- ie lolly sticks rather than hands up
- ✓ Differentiation to support weakest learners and those who need to be challenged further
- ✓ Clear and real purpose - shared learning intention
- ✓ Qualified Praise- for effort
- ✓ Calm discipline
- ✓ Collaborative and active learning
- ✓ Effective structure and pace
- ✓ Effective involvement and management of LSA staff
- ✓ Displays and resources which enhance learning

Promoting Independence

The teaching staff will be

- Providing a well organised, uncluttered and accessible learning environment
- Avoiding cognitive overload- microscopic steps, repetition
- Providing well- chosen resources and visual aids
- Questioning – extending answers
- Correcting misconceptions
- Listening
- Providing a real purpose
- Explicit about learning intention and success criteria
- Explaining very clearly what to do and modelling this
- Encouraging
- Praising effort
- Modelling appropriate language
- Giving thinking time

- Ensuring children know and understand their next steps

The children will be:

- Independent!
- Using prior knowledge and skills
- Animated
- Concentrating for sustained periods
- Active and initiating own learning
- **Resilient** – learning from their own mistakes and persevering
- Reasoning- using and applying learning
- fluent in recalling and using facts and knowledge which supports future learning
- Enthusiastic
- Confident
- Asking questions
- Listening attentively
- Selecting resources – **Resourceful**
- Collaborative
- Co-operative
- Speaking and listening to each other
- Hypothesising
- Experimenting/investigating
- **Reflective** – evaluating own learning
- Problem solving – using **Reasoning**
- **Responsible** for own behaviour and learning

“Independent learning requires that learners take responsibility for their own learning. It stems from the belief that learning can be affected by effort. This belief is critical to individual’s perseverance when they are faced with obstacles to learning”

Assessment and Target Setting

The purpose of assessment and target setting is to facilitate learning by ensuring that the teacher is able to plan for the next, most appropriate learning step for each child.

There are key systems used at The Orchard:-

- marking incorporating explicit next steps **with** the children
- Children knowing and understanding their next steps
- Short term daily and weekly Planning which build on assessments
- Termly pupil progress meetings to evaluate progress and intervention for any child making below expected progress or achieving below expectation.

The following sheets include: Assessment policy

- Transfer of information “Handover” sheet
- Report writing guidance
- Marking policy

Timetabling and planning for Assessment

Formative assessment needs to happen on a daily and weekly basis to inform short term plans. In addition, we timetable half termly and termly assessments to provide summative information concerning what the children can achieve. Here is a summary of what we do to assess:

Daily

Observation/talking to individuals
Feedback to individuals
Correcting misconceptions and errors
Marking children's work
Listening to children's responses to questions/discussion
Class checklists
Children's learning intentions and "musts" in books to check own learning against success criteria
Plenary sessions
Annotation on plans and in books

Weekly

Individual reading
Group reading
Evaluation of lessons to inform next week's plans
Homework
Assessing and moderating children's work with colleagues
Phonics/Tricky Words/Common Exception words

Half Termly

Whole school Teaching staff moderation of work samples- twice per half term
Assessment week to assess how independently children can use and apply what has been learned (see what is included below)
Test of tricky words/common exception word recognition for reading and spellings- send home results to parents
Test of Phonics knowledge- send home to parents
Test of mathematical knowledge
Light touch Review of Individual Support Plans
Children's individual targets- self- evaluation: ongoing

Termly

Record attainment data
Pupil progress year team meetings
Analysis of pupil progress and attainment data, including vulnerable groups
Moderation of work samples with colleagues from other schools
Targets in writing and maths books and reading records- highlighted when completed
Phonics test
Reading assessment - miscue analysis/Salford reading age test
Children's individual targets- self- evaluation: ongoing
Discussion with parents at parents evenings, (January and April/May) sharing targets and next steps

Yearly

Baseline Assessment – Year R
End of Year Assessment – Year R

Phonics test – Year 1

End of year assessment – Year 1

SAT tests and tasks - Year 2

Phonics re-test for any children who did not achieve pass mark– year 2

Individual pupil report to parents- all years

Handover checklists for new year group teacher.

What to include in Assessment week each half term

Towards the end of each Half term teachers will need to plan for an **assessment week** to ensure there is dedicated time for:

- Miscue analysis- reading/Salford reading age score as required
- Checking phonics and Tricky word/C.E.Word knowledge- reading and spelling
- Independent writing
- Assessing Mathematical knowledge
- ISP s- light touch review
- Children to review their own learning using their individual targets

Recording and Reporting Progress

Progress will be analysed through scrutiny of

- the work and the marking recorded in books
- Moderation – year teams, whole school and with other schools
- observational notes
- notes on planning
- photographs
- Record which tracks progress from end yr R to yr 2
- Report to parents whether “working towards expectations”, “on track to meet” or “working at greater depth”. Report child's “next steps” to practise at home and school
- Literacy assessment folders which include half termly progress data on spellings, common exception words, reading, reading miscue analysis/Salford reading age scores

Monitoring

The Assessment data from each class are discussed **termly** by the class teachers, Headteacher and Team leaders at Pupil Progress Meetings and Performance Review Meetings to ensure that all children are making appropriate progress. If any child or group appears to have made less than expected progress this is discussed with the class teacher and interventions planned to ensure improved progress. (Pupil Progress meetings)

Teachers use foundation stage profile information, knowledge of the children and termly assessments to agree targets for the end of key stage one. These are carefully analysed by the Leadership Team. SATs, progress and comparative data is analysed by the Headteacher and Senior Managers to inform School Improvement Planning.

“Scrutiny” moderated work samples of three children per year group are selected to provide a record of assessment and progress across the school. This record is then available for staff as a point of reference.

Reporting

Assessment is to provide teachers, teaching assistants and parents with a knowledge base and understanding of individual children's needs in order to plan appropriately for their future.

- Each child has an individual record folder which progresses with them throughout their transition through the schooling system. This contains end of year reports, health notes and special needs provision.
- Knowledge of common exception words (reading and spelling), and phonics are reported to parents each **half term**
- In key stage one assessments are reported each **term** with the next term's targets or "next steps".
- Parent consultations take place each term.
- A full report explaining each child's attainment and progress is given to parents in late June or early July each year.
- Records of pupil progress meetings are kept each term
- The School Management team ensure that attainment is recorded termly and a data analysis is carried out by class teachers, Subject Leaders and Team Leaders so that progress and trends may be monitored.

Storage of Data

All termly assessment and progress data is stored electronically, accessible to all teaching staff and Senior Leaders. The main office holds class record boxes containing essential basic information regarding the child's health and welfare. The Special Educational Needs register is held electronically on the office computers and updated at least termly by the SENCO.

Quality Assurance

Teachers participate in moderation sessions within year groups on a weekly basis and each half term in the whole school team, led by the Year Team Leader and Subject Leader. Each term we organise moderation sessions with other local schools. We also attend Local Authority led moderation training sessions for EYFS and Key Stage One. This is to ensure that our understanding and interpretation of evidence of attainment is consistent within the school. It also enables a sharing of good practice and ensures the high expectations we hold for the children.

Transfer of Information

Child records, examples of work and a summary report of a child's progress during their time in this school must be collected and sent directly to the transfer school no later than 14 days after the transfer date.

In the case of transfer to the junior school all relevant records and reports must be finalised one week before the end of term and passed to the new school.

All relevant records must be passed on to the next class teacher as the child progresses through our school. Teachers meet with each other each July to discuss individual's needs, progress, attitudes and attainment.

Statistical information resulting from Screening and SATS must be transferred to the LA /DFE in the time scales given.

The Role of the Team Leaders

It is the role of the team leaders to:

- Support and guide staff in the selection and interpretation of children's work across the Key Stage and offer appropriate INSET.
- Give guidance and support to Subject Leaders in analysing data and ensuring action planning supports improvement
- Analyse data and trends to ensure each child is supported to make the best possible progress and any weaknesses in practice are identified and actions taken to improve provision

- Ensure information and training is available to staff.
- Liaise with outside agencies to further the development and enhance our assessment procedure.
- Organise the administration and cover arrangements for SATs.
- Gather and collate examples for the school portfolio and to oversee and co-ordinate the end of key stage recording of results and transfer of information to KS1 and to KS2

Please also refer to the Marking Policy- see below

Marking Policy

Aims

- To ensure good progress, enabling children to understand what makes their learning successful and what their next steps need to be
- To ensure consistency of marking throughout the school
- To ensure a simple and effective approach which Children, Staff, Supply Staff, Governors, Parents, Moderators and Inspectors understand
- To provide evidence of the knowledge, understanding and progress of each child
- To ensure marking and feedback is integral to the planning and assessment process

Managing marking and feedback

During lessons in key stage one teachers will check in and mark with 3 groups.

LSA staff will check in and mark with 2 groups.

The groups will rotate across a week so that both teacher and LSA will check and mark work from every child in the class.

This rotation of groups **must be shown in the short term plans** so that it is clear. Teachers and LSA staff must work with **all** groups. It should **not** be the case that LSA staff are given the less experienced or less confident learners to work with most of the time.

Marking during a lesson alongside children has the highest impact. It should reinforce and explain the verbal feedback you provide.

During the lesson staff use:

1. Smiley face or tick for aspects of the work which are very good and aspects which the teacher wants to encourage
2. C to indicate any changes or corrections children need to make
3. Underlining of a common exception word/high frequency word which has been taught already and needs to be corrected or a numeral that is written incorrectly

Towards the end of the lesson staff use

4. Thumbs up sign to show if the child has achieved the learning intention. If not, the next steps will be one of the "must" criteria explained during the lesson. If a child has not achieved the learning intention, there should be no "thumbs up" stamp and teachers will organise "catch up" explanation to address any misconceptions either at the time or in the following lesson.

After the lesson (or at end if time):

5. Use **I** for independent **ONLY** when children have had **no** feedback or guidance during the lesson. This will be used for one group per lesson in year one and two and for children's play and self-initiated writing in Reception. This will also be used in the children's independent writing books (also known as dazzle/special writing books)

Class Parents talks- September

Information to give to parents:

- Timetable information
- Planning and assessment: show the long -term plan: "curriculum framework"-coverage for subjects across the year, Refer to The National Curriculum and Early Years foundation Stage curriculum, medium term plan and weekly/daily plan so that parents can see how carefully thought out and planned your lessons are.
- Reading: your timetable and routine- emphasise it is not a race but variety is important so we have book corner books including stories, non fiction, poetry, group texts for reading lessons etc. Emphasise importance of comprehension skills, reading and talking at home and being read to.
- Homework
- Handwriting: give out example of letter formation
- Trips during the year
- Uniform and naming!! Remind about need for PE kit in school, no jewellery, earrings removed at home on PE days.
- Helpers: We need you!! Remind about parent helper/safeguarding training Explain procedures if they have a concern- talk to you first-best not to let things stew show you are approachable and be clear when they can make an appointment.
- Any questions.

How to present the information:

- Introduce yourself and explain your other responsibility in school, (Sell yourself! You are good at this and know what you are doing!)
- Have your props ready to remind you and as visual aids
- Talk about their children, (as a whole, not individually), e.g: how well they have settled, how smart they all are, how hard working...!!etc
- Thank parents for giving the children independence, e.g: letting them come in on their own, and for punctuality, (This serves as a reminder to those who are not helping their children in this way)
- Remember to smile and show your enthusiasm

	Tick/Cross	Comments/Notes
Previous school/Nursery		
Family set up	N/A	
Attitude to learning	N/A	
End of Reception attainment: Reading	N/A	
End of Reception attainment: Writing	N/A	
End of Reception attainment: Mathematics	N/A	
Current Attainment: Reading	N/A	
Current Attainment: Writing	N/A	
Current Attainment: Maths	N/A	
End year 1 phonics score	Score:	
Vision checked		
Hearing checked		
Paediatrician involved		
Allergy/ies		
Medical needs		
Interventions		
ISP		
Pupil Premium: LAC/PLAC/SGO		
Pupil Premium : Free School Meals/Ever 6		
Young Carer		
Record of concern		
Early Help		
Child Protection		
Collection Arrangements- any special circumstances		
Any other individual needs of note:		

N.B: Ask the parents to sign a register when they come in, or have named packs of info so that you can see who didn't come.

Handover Checklist The Orchard
Name of Child:
Date

The Orchard School



Inspiring Success

Wave 2 Support:
What we do to raise attainment

Aims

- To give every child the best possible chance of reaching or exceeding national

expectations

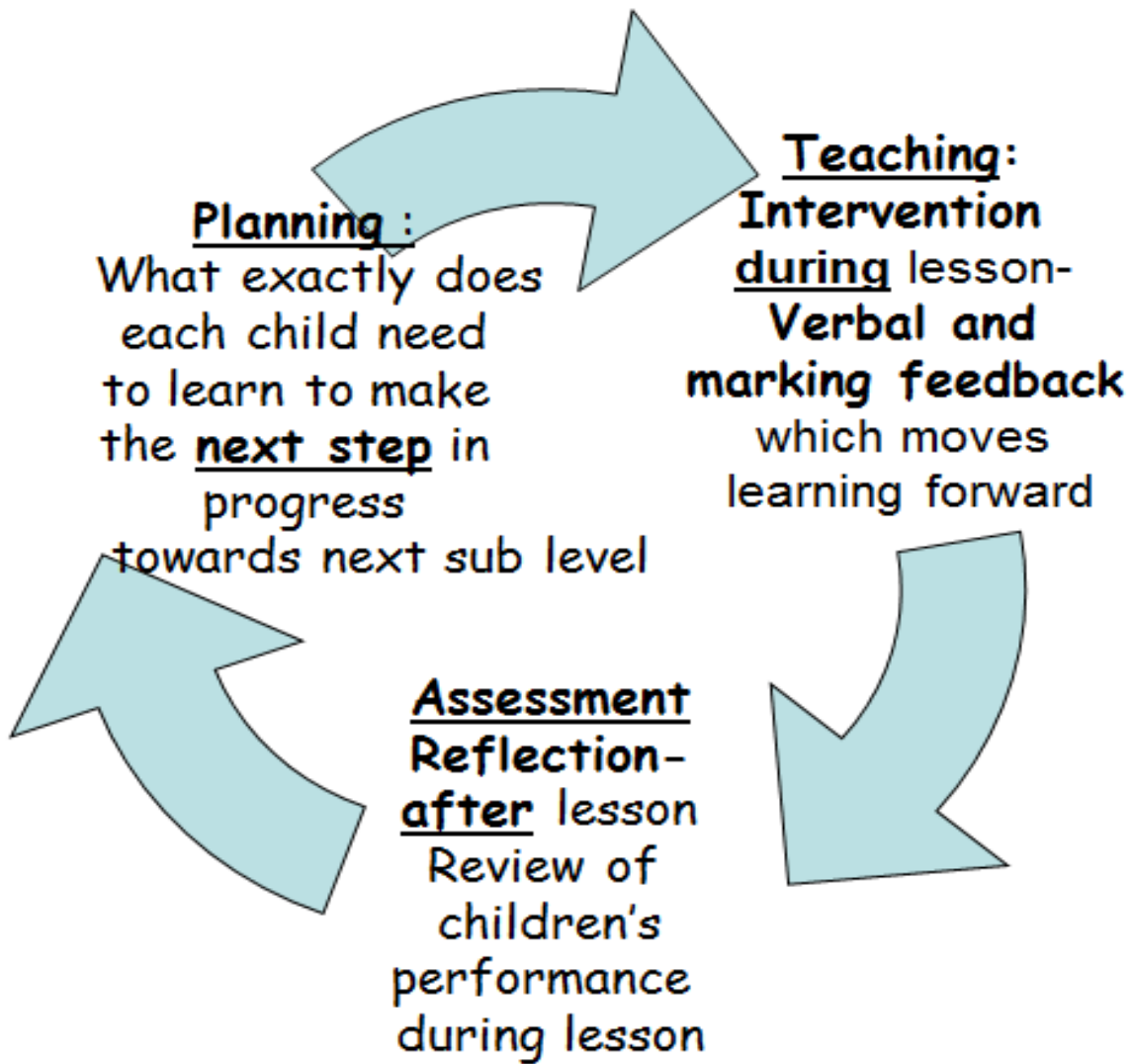
- To ensure every child makes the best possible progress
- To provide flexible additional teacher led support for children identified as not on track to meet expectations
- To work with parents and carers to enable them to provide the best support for their children
- To provide guidance and training for staff to enable them to provide the best teaching and support to raise attainment

Procedures

1. Schemes of work which identify half termly attainment statements linked to the national curriculum or EYFS framework
2. Pupil progress target for every teacher and LSA so clarity of expectations
3. Tracking of progress using schemes of work and the Babcock suite of resources
4. Termly pupil progress meetings for children identified as not on track to meet expectations, disadvantaged children and children with SEND
5. Half termly monitoring of SEND files including group and individual provision plans
6. Termly data analysis for every child looking at gender, ethnic minority groups, EAL, term of birth
7. Termly performance management review meetings for teachers
8. Bi annual performance reviews of LSA staff
9. Termly monitoring of planning
10. Ongoing discussion, feedback and INSET which looks at the factors which improve attainment
11. Children knowing what makes them successful in their learning
12. Children knowing their next steps
13. Children given the time to check and improve their work

What to do if a child is not on track to meet expectations

1. Observation and assessment to look at why
e.g: miscue analysis in reading
Phonics assessment
HFW assessment
Observation of their independent learning
Scrutiny of their work
2. Talk to parent about their knowledge and views about the child
3. Ask parent to organise hearing, vision tests as appropriate
4. Seek guidance from other staff as appropriate: Subject Leader, year leader, SENCO, HT
5. Consider which intervention and strategies will be helpful in discussion with colleagues
6. Consider which activities are useful for a parent or carer to do at home to support their child and give the parent or carer appropriate guidance and/or homework tasks
7. Plan intervention and SMART targets for a short- term intervention (6 weeks maximum)
8. Timetable the intervention
9. Liaise with the LSA throughout the intervention period ensuring they have appropriate resources, strategies and time and to evaluate progress
10. Assess progress at end of intervention and evaluate impact
11. Decide whether to continue intervention, cease intervention and or try an alternative.
12. Continue to liaise with colleagues and monitor progress.



Report Writing

The main features of good reports are: clarity, brevity and honesty – they should be jargon free. A good report focuses on what a child has learned rather than what has been taught.

For each area you need to focus on:

- **Attitude**
- **Attainment**
- **Progress**

Write about strengths and areas of difficulty

Progress needs to be described in terms of:

- **Less than expected**
- **Expected**
- **Exceeding expected/rapid**

Try not to include too much about curriculum coverage – parents will see their work and have been involved with homework over the year.

The first section is a key one about their overall success as a learner – summarising attitude, social skills, friendships, learning style, relationships with adults and importantly levels of confidence and independence.

There should be no unpleasant surprises in a report. When you write about an area of difficulty this should have been discussed at a previous meeting with the parent. Do remember that for a child with many areas of difficulty it will be very important to emphasise positives and strengths as well! E.g. you may be able to comment on a particular flair or ability in a non-core subject or in being resilient or a problem solver even if recording things is hard for them

Remember that you will all know the children so well as individuals so use this knowledge and understanding and it will inspire confidence in the parents.

Please can you submit your reports (learning platform – year group folders) as you do them so I don't end up with 270 all at once and not enough time to read and comment on them! Thank you.

Training and Development to support curriculum planning, teaching and assessment

Induction

All new members of staff receive induction and training. The most up to date version of key policies are explained and procedures to follow. Electronic copies of the following are given to them:

- Staff Handbook
- Curriculum, Planning Teaching and Assessment Policy
- Behaviour Policy
- Code of Conduct
- Health Safety and Welfare Policy
- Safeguarding and Child Protection Policy
- Keeping Children Safe In Education

In addition, staff are given School Improvement Plans and Performance Management Targets. Early Career Teachers have an experienced teacher as a 'mentor' assigned to them and a developmental programme is organised including visits to other classrooms and other schools, meetings with subject leaders, ECT courses and feedback on lessons observed. ECT's have one afternoon non-contact time each week in addition to the PPA time. In their second year they will have 5% time in addition to PPA time.

Team Meetings

All teachers and Learning Support Assistants are part of a year group team. Each week this team meets – to plan for the following week and to raise any issues to be fed back to the school management team. Teachers also meet after school to level pieces of work representing each ability group. During these meetings teachers share and refine ideas, discuss and moderate individual levels of attainment and agree the next learning steps.

INSET days

There are five school- based teacher training days each year used for developing an area of teaching and learning which has been identified in the School Improvement Plan. Outside speakers or members of staff facilitate training providing opportunities for discussion and developing policy and practice at a whole school level.

Review Meetings

Each term, each teacher will meet for a 'Performance Management/Appraisal' meeting (or if an ECT – a termly assessment/review meeting) with the Assistant Head Teacher or Head Teacher. Teachers are given non-contact time for this purpose. Performance management targets are set, reviewed and evaluated. Training and support are identified and ideas shared. All teaching staff share the same pupil progress target in order to work together to develop an aspect of practice. In this way a target is more likely to be successfully met and embedded in practice as ideas are shared and training focussed.

Learning Support Assistants

The staff have 'in house' training during the year where other staff or external speakers facilitate training based on identified shared needs. For example, staff have had training on behaviour management, ICT, SEN and reading, with needs identified through the Performance Review Process.

Performance Management targets are set each year in September. These are linked to the school shared pupil progress targets. These targets are reviewed in January and May for Learning Support Assistants and termly for teaching staff.

Individual Training

In addition to mentoring for ECT's, team meetings and termly subject leader review meetings, teachers have the opportunity to attend externally provided and or online training through SAfE, the National College or other recommended provider. A need is identified at the subject leader review meeting which relates to the Pupil Progress/Curriculum Development/Professional development target.

Subject Leadership Teams

Teachers meet each half term in cross phase school teams to discuss ways of improving the curriculum, teaching and learning. The three teams are the Core subjects and Computing team, Healthy School Team and Humanities and Arts Teams.

Monitoring and Evaluation

Teaching and learning is the primary focus of the monitoring and evaluation which is undertaken in the school. Alongside safeguarding and health and safety, it is the prime concern of the Head Teacher, Senior Leadership team and Governing Body.

The following processes are in place to ensure standards of attainment and the children's progress are monitored and evaluated (see example of schedule

The Orchard



Inspiring Success

Monitoring and Evaluation at The Orchard

Learning and Teaching:

Daily:

- Plenaries
- Observation, marking and feedback- interaction with children in each lesson
- Formative assessment- discussion with colleagues

Weekly:

- Year group planning based on reflections on previous weeks learning and progress
- Moderation of work samples

Monthly:

- Leadership meetings- discussing Finance, Personnel, Teaching, Learning and Assessment Priorities, Personal Development, Behaviour and Attitudes, Safeguarding, Training and Development.

Half termly:

- Assessment of phonics, "tricky"/common exception words- information goes home
- Whole school moderation
- Light touch review of individual provision plans,

Termly:

- Head Teacher Classroom observations
- Drop in Visits
- Pupil Progress Meetings
- Subject and Team Leader Classroom observations
 - Governor Learning walks
 - Work scrutiny-All subjects
 - Moderation with other schools- ECM cluster and Voice Trust
 - Planning
 - Teacher and Leadership Performance Reviews
 - Pupil tracking and data analysis- Performance Reviews
 - Team Leader analysis of data
 - Parent Meetings

Annual:

- LSA reviews twice annually
- KSNA visit
- Office staff and caretaker reviews
- Questionnaire to Parents
- Surrey attainment data- benchmarking
- ASP national data- benchmarking
- School analysis of SATS, EYFS, Year One data
- Whole school review of school improvement plan
- Subject leader reports on strengths, weaknesses and actions
- Transition- assessments and discussions with next year group teachers, data sent up and analysed
- Performance Management Targets
- Review of all statutory policies- Eg Safeguarding and Child Protection, Pay, Appraisal etc

Behaviour and Safeguarding:

- Daily ongoing monitoring of corridor, lunch hall, playground, toilet behaviour
- Behaviour incident log book
- CCTV monitoring of access- all gates
- HT on gate am most mornings
- Termly governor H and S inspections
- Weekly staff bulletin item
- Daily attendance checks- phone those who have not rung in
 - Half termly attendance analysis
 - Half termly punctuality analysis
- Accident book
- Single central record
- Safeguarding governor Learning walks
- Safeguarding Governor report
- Reports to DCPO – documented
- Vigilance and Supervision across the day
- Annual Child Protection training discussions
- Safeguarding Training for Parent helpers- discussion, questions
- Review of key safeguarding policies with staff
- Fire Drill – termly

Parent Views:

- Annual OFSTED style questionnaire (March/April)

- EYFS Stage questionnaires
- Reception Parent Induction meetings- September
- September class talks for parents with questions
- Termly parents evenings in Autumn and Spring – Report to Parents in Summer
- Governor Parent Liaison Group meetings
- Parent helper training
- How to help your child at home meetings e.g. reading, maths, writing, computing, behaviour, emotional resilience
- Ongoing open door policy for parents to meet with staff to ask questions, raise concerns
- Home - school diaries
- Open surgeries with Head Teacher and Governors on specific whole school issues: (eg building plans, expansion of school, Trust status)
- Home School Link Worker- supporting parent communication with school- Wednesday mornings
- Head teacher available most days- drop off and pick up

Children's views:

- Classroom plenaries
- Class discussions
- Worry boxes
- School Council
- Annual Survey
- Daily talking to staff
- PTA surveys
- pupil conferences

Governor Monitoring and Evaluation:

Half termly:

- Parent Liaison Group Meetings/Online feedback/discussion on Teams
- FGB meetings

Monthly

- PTA meetings

Termly:

- Learning Walks
- Improvement team/ Head Teacher Performance Review meetings

- Health and Safety inspections including SCR check
- SEF/ SIP including termly progress and attainment data and governor summary fact sheet
- Talking to parents at Open Evenings and events

Annual:

- Collection of data from staff on :
 - SEN
 - Child Protection
 - Looked After Children
 - Safeguarding
 - Literacy
 - Numeracy
 - Focus area as appropriate- eg ICT
 - ASP
- Surrey Data
- Internal school data- progress and attainment

Financial Monitoring:

- FGB meetings- half termly
- Value for Money Reviews- eg swimming pool, eg building buy back
- Financial sustainability review and action planning (SIP)
- Monthly reconciliation reports, FMR, cost centre analysis: HT and SBM- monthly
- Leadership Meetings- monthly- Tuesdays
- Whole school Budget Planning and Review
- Performance Management Reviews- termly (teachers) or twice yearly (support staff)
- Audit
- SFVS- annual
- Surrey and National Benchmarking data
- Best value purchasing and comparative quotes

Updated September 2023

