



The Teaching Policy

Teaching, Learning, Curriculum and Assessment

This policy has been written for the use of the teaching staff and school leaders. It was decided that the policy should be an umbrella policy to cover the all-round approach to teaching, learning, curriculum and assessment in the school. It refers to and directly links to the Staff Handbook and Teaching Standards. The aim of this document is that it should be the main document to refer to, when teaching at Cassiobury Junior School.

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Our Vision, our promise....

‘Work together, learn to share,
Let people be different, show we care,
Never give up, so all can see,
We can be the best, we can be!’

We will do this by...

- Making every child a reader.
- Holding consistently high learning and behaviour expectations.
- Challenging ourselves to improve our skills. (Whatever our age or stage!)
- Having a sequenced curriculum that continues to develop with the children and the school.
- Investing in development.
- Caring for our community and environment.
- **Being there for every pupil.**

Effective Teaching

It is our opinion based on research and experience, that:

- Effective teaching reflects the commitment and determination of all staff to ensure that every student succeeds. It requires methods that engage students in productive learning and the imagination to make learning vivid and relevant. It requires the skill to build on what students know and to evaluate how well they are achieving.
- The purpose is to maximise the learning potential of every student through the highest quality teaching.
- Teachers should plan lessons very effectively, making best use of lesson time and coordinating lesson resources well. They should be ready to teach.
- Teachers manage behaviour well so that all children are comfortable in their environment.
- Teachers provide time and opportunities to practise skills that have been taught so that they are secure in their understanding over time.
- Teachers identify and support any pupil falling behind and enable the children to catch up or seek support for the child where possible.
- Teachers check pupils' understanding systematically and effectively in lessons, offering support in a timely manner to address any misconceptions or areas for development.
- Teachers embed reading, writing, oracy and maths, where appropriate, across the curriculum in a meaningful way.
- Teachers are determined that every pupil achieves well and encourage their pupils to try hard and take pride in their work.
- Teachers have consistently high expectations of all of their pupils' attitudes to learning.
- Teachers develop a growth mindset approach to their classroom practice by fostering a love of challenge and encouraging resilience to failure. Teachers enable them to be curious, interested learners who seek out new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and broaden their experiences of other communities and cultures.
- Teachers should provide opportunities for risk taking and a broad range of learning experiences such as outdoor learning. Not all learning takes place in the classroom and at least one piece of outdoor learning should be planned for each half term.

Teaching and Learning

At Cassiobury Junior School we have identified key essentials for high quality teaching based on evidence led research, such as Rosenshine's Principles of Learning and Sherrington & Caviglioli's Walkthru's

- Clear skills to be learned.
- Accurate, clear, precise and sequential planning that develops understanding and proficiency in these skills and is relevant to the children in that class.
- Opportunities to apply, practise and refine learned skills.
- Clear and regular assessment that informs feedback and next steps for learning, both individually and in class planning.
- Clear modelling of skills so that time is used effectively.
- Pride in the teaching and learning.
- A culture of challenge at all levels of learning.
- A clear approach to inclusiveness. Making learning accessible to all.

- Teaching to a desired outcome/ assessment opportunity. (POP tasks- Proof of progress)
- Teaching so that it is embedded through quality 'depth of learning.'
- Ongoing 'longitudinal learning' that is routinely taught such as 'time' 'manners' 'Mindset' 'questioning' etc.
- Cross curricular and risk taking.
- A range of metacognition techniques to strengthen learning
- Lessons should challenge pupils in their thinking and also in the difficulty of the task. Children should not be allowed to just 'go through the motions' in their comfort zone.
- Teaching strategies should reflect different learning styles in order for all children to be stimulated.
- Practical tasks and problem solving are an essential part of engaging pupils but should be well organised, planned and resourced.
- Teachers should endeavour to use and teach a range of high quality vocabulary and spoken English to stretch all pupils. Key vocabulary should be introduced and taught at the start of a topic. Displays should be used to reinforce vocabulary. Pupils should be able to explain any vocabulary that they use
- Teaching should always relate to the relevant section of the National Curriculum.
- All teaching staff are expected to model their professional conduct on the 'Teachers' Standards'. These are part of the performance management expectations and therefore are part of monitoring procedures. These can be found in the appendix to this document.

Resources

- Good quality resources are essential to engaging and valuing themes and subjects.
- Resources must be prepared and thought through.
- Resources must be supportive of the teaching not time filling.
- Resources and artefacts must be valued and respected by the staff and children at all times.
- Resources should be from trustworthy sources and not promote any other organisation or belief without checking with the SLT. They should also be of high quality.
- Resources must be ready.

Rosenshines Principles of Instruction	
Sequencing concepts and modelling	Present new materials using small steps
	Provide models
	Provide scaffolds for difficult tasks
Questioning	Ask questions
	Check for student understanding
Reviewing material	Daily review
	Weekly and monthly review
Stages of practice	Guide student practice
	Obtain a high success rate
	Independent practice

Subject Knowledge

- Teachers should be well prepared for teaching and have a good level of understanding that enables them to plan effective teaching sequences. .

- Due to the broad nature of the primary curriculum, the school encourages staff to work together to 'tap into' other's deeper subject knowledge in certain areas *and sometimes exchange classes to do so, by mutual agreement*.
- Teachers should identify areas for development and seek training where appropriate. This should be part of performance management discussion.
- Teachers should engage in ongoing CPD/ professional reading to maintain a good understanding of teaching strategies.
- Subject knowledge goes beyond individual subjects and teachers are expected to use their skills to make links across different themes and topics.

Planning

- The school curriculum is based on (and meets the requirements of) the National Curriculum. All teachers are provided with a copy of this and should refer to it always when planning.
- To support planning from the National Curriculum, the school uses the Chris Quigley Essentials Curriculum, PA + Maths and PA + English from Herts For Learning
- Planning is essential to high quality and accurate teaching and cannot be effective when generic to an entire age group. As such the school does not endorse using pre planned tasks from the internet or schemes. The school does not see value in using worksheets or online teaching activities unless they specifically support the skill being taught.
- The school no longer uses 'learning objectives' but simply 'skill' as a term. Skills should be taught and activities planned that develop, practise or assess that skill otherwise they are not an effective use of time. Skills should be short and clear to the students and can/should be repeated as many times as necessary.
- Skills or questions may be used as titles for lessons. E.g "What was the impact of Boudicas resistance in Roman Britain?"; "What are the legacies of the Roman Empire in Britain?"; "How has pedestrianisation changed the local high street?"; "What are the key steps of a long division calculation?"
- Effective use of time is essential; lessons must be prepared and start promptly and efficiently.
- Lessons should be planned based on the current assessment of students' knowledge and skills.
- It is important that planning for lessons gives support staff a good framework for adapting the work and modifying the approaches for individual students with SEND or other difficulties. Teachers are responsible for the work that TA's complete with pupils under their direction.
- Planning should be available in the planning folder for each class. It is expected that plans will be written on/annotated to show how teaching has been adapted through a sequence of teaching.
- SLT will monitor plans on a regular basis to ensure that there is effective use of sequencing and clear alignment to the National Curriculum and ongoing assessment.
- Medium term plans are expected for all subjects and these should be available in the class folder.
- Each year group must have a 'scheme of work' based on the whole school plan. Teachers are encouraged to look for relevant themes each year, such as the Olympic games, rather than teach the exact same lesson every year.
- Opportunities for longitudinal learning should be planned for over longer timeframes; an example of this would be learning 'time' over the year by looking at it throughout the week as part of routine.
- Planning should be inclusive and relevant to today's needs and interests. It should be reflective of all cultures and present positive role models. It may also be necessary to examine aspects of history and literature within a modern context, for example racial and gender stereotypes in classic literature.

Recording learning

- Exercise books are a place to practise and refine skills through good quality feedback.
- Books are also a place for pupils to demonstrate what they have learned, and to refer back to when building on or revisiting previous learning.
- Exercise books should be valued and used appropriately by children and adults
- Exercise books should be passed on to the next teacher and may be used over more than one school year.
- It is not expected that pupils use books every lesson but that they use them for learning and practising skills. Teacher's planning should indicate where else they might have learned/rehearsed skills. Pupils have a checklist of skills in their books, These skills may be annotated by pupils or teachers.

Support Staff

- Where support staff are available, they should be used effectively and provided with a good level of planning.
- The skills of support staff should be known and used effectively. For example, some support staff are highly skilled in maths, music, art and sports.
- Teachers should plan effectively for the support.
- Support staff are given some joint PPA time each week to meet with the class teachers where possible.

Inclusion- inclusive practise

- All students must be treated with respect and everyone should respect their contributions.
- We have high expectations for all groups including those new to English or the country or from minority groups.
- Teaching methods should be matched to the needs of all students.
- Sensitivity is shown to students' beliefs, cultures or circumstances.
- Teachers must follow the SEN code of Practice and the Equality Act 2010.
- Teachers must avoid stereotypes and actively challenge these in their practice.
- British Values must be embedded within our practice.
- Work should be matched to students' needs but should be challenging. Teaching assistants must not 'spoon feed students with the answers' but should make them think and should help to deepen students' understanding. Wherever possible SEND pupils should be taught in mainstream classes and should not be reliant on adults to work independently. Students with a disability should be included in all activities including PE, Art, Technology and offsite visits. In some cases, students may need specially adapted lessons where there is a limiting disability or need.
- Pre teaching of key vocabulary and concepts must be considered and planned for children who may need language support for a variety of reasons.
- Homework can be used effectively to help children feel prepared for new stages or themes.
- Needs of children are identified in the first case by class teachers and are addressed by a quality first teaching approach. Where further needs are identified, provision will be put into place according to need and resources.

Curriculum

At Cassiobury Junior School, we aim to offer a curriculum that is broad, balanced and forward looking. Our intent is to set children up to be prepared for the future by giving them a range of skills and knowledge that will prepare them for the wider world. We aim to teach our pupils a range of skills that can be tracked, revisited and repeated until they are learned. Checklists are designed to track the skills to support assessment and planning.

At Cassiobury Junior, curriculum is broader than just the National Curriculum. It encompasses all of our teaching both formal and informal. It includes all of the experiences from assemblies, behaviour expectations, pastoral support, clubs, events, classroom jobs, productions, trips, class discussions and so much more.

English

Reading at Cassiobury is 'having the skills to be independent.'

Writing at Cassiobury is about communicating for a range of purposes to engage, excite and inform.

For English, we follow the skills and objectives set out by the National Curriculum for reading and writing, whilst also ensuring that children have the opportunities to show their learning in extended pieces of writing and read regularly.

Our learning is inclusive of a wide range of text types which ensures full coverage across the curriculum as well the opportunity to revisit text types throughout the key stage. As a school, we use Herts for Learning units of work to support teachers in planning and delivery as well as opportunities to plan individual units of work to ensure curriculum coverage. Each year, we teach whole school units in reading and writing allowing us to show progress throughout the key stage and moderate accordingly.

Writing

Writing is taught and used across the curriculum, however there is an expectation that English is taught daily. Grammar and spelling are taught discretely according to the National Curriculum and 'Essentials Spelling.' Grammar foci are objectives set out by the National Curriculum.

The Herts for Learning, 'PA Plus' scheme is our starting point but this has been adapted by the school to ensure that a greater varied range of text types are taught. This can be found in the appendix and on the school's drive. There is an expectation that writing includes modelled examples, immersion in the text, clear identification of features and new and challenging vocabulary.

At the end of every unit we assess against the teacher assessment framework. Each term staff meet to moderate writing using a range of approaches. 3 times a year the school uses a shared, 'whole school' stimulus such as a book or film to teach writing and comprehension skills, this enables the teachers to further understand moderation across the Key Stage.

Spelling

In spelling we use the Herts for Learning scheme 'Essentials Spelling.' Spelling lessons occur 4 times weekly for approximately 20 minutes. Spelling should be tested weekly in school and as part of home learning.

Reading

Reading is taught for a total of 2 hours per week. Skills are taught directly from the National Curriculum. Teachers are able to split this time over 4 30 minute sessions or 2 separate, hour long sessions. A range of text types are taught through guided reading. We use whole books, extracts, poems and non-fiction texts. In addition, children have a class reading book that challenges them as well as individual reading books that are matched to their reading

attainment. Children are expected to visit the school library for fiction and non-fiction books. All classes are encouraged to have an 'end of day story.' Through our assessment processes, children in the lowest 20% of the class are read with on a more regular basis.

Phonics

Children complete a phonic assessment, at the point of entry, when they begin year 3. This assessment takes two forms. The first is the completion of phonics screening that would have been carried out in Year 1 for all pupils. The second is a dictation task that assesses their use of phase 5 systematic synthetic phonics and spelling of common exception words. From this data we group children for revision and revisiting phonic lessons in autumn year 3. Lessons occur 4 times weekly for 15-20 minutes. Teaching staff and support staff deliver these lessons.

Children are reassessed every 4-5 weeks using the same process. Children achieving >36 are no longer tested on using the Year 1 phonics screening but continue with the dictation assessment. The dictation is also differentiated to assess children at their current reading ability. Children achieving less than 5 out of 20 are assessed on a dictation piece below and those achieving more than 15 are assessed on a different dictation piece. For spring and summer the school follows the essential spelling scheme. A small number of identified pupils might continue with interventions.

Maths 'Maths at Cassiobury is developing our skills to independently solve problems.'

For Maths we use the Herts for Learning PA Plus Essentials curriculum as a starting point. This allows us to plan and teach for all the skills and knowledge required by the National Curriculum. This is also supported by the White Rose schemes of work. Teachers are expected to use their own professional knowledge and judgment when planning and teaching. This may be supplemented by other schemes where deemed appropriate. Times tables and rapid recall of number facts are revised regularly. Skills should be taught in practical ways, where possible, so that children are able to link them with pictorial and abstract representations, thus being able to move with confidence and deep conceptual understanding between each strand of Maths. Maths lessons integrate fluency, practise of skills, problem solving and reasoning of skills, so that children are equipped with the in-depth knowledge needed to apply these skills in a range of different contexts. Furthermore, there is an emphasis on using the correct Mathematical vocabulary so that children can justify, generalise and explain their reasoning in Maths and apply to other areas such as Science, computing and design and technology.

Maths is taught as a discrete lesson at least 4 times per week with additional assessments and opportunities to practise.

The school adapts the long term overview for PA Plus Maths based on outcomes of ongoing assessments.

We teach all multiplication tables in year 3 to ensure that pupils have confidence and rapid recall.

Our Written Calculation Policy follows the Herts Essential Maths progression and can be found on our website at: https://primariesite-prod-sorted.s3.amazonaws.com/cassiobury-junior-school/UploadedDocument/0f154095-bc61-4f3f-9513-6eab0cfac42a/written_calculation_policy_oct2019.pdf

Science ‘Science at Cassiobury is learning to ask and answer questions about the world around us.’

For Science, we follow the skills and objectives set out by the National Curriculum, whilst also ensuring that children have the opportunities to interleave and re-visit learning across the key stage in order to ensure knowledge and skills are developed in depth and are committed to long term memory. To support this we use the resources from Chris Quigley. The use of mind maps, knowledge organisers, vocabulary banks across all lessons ensures that children are able to refer back to previous learning to build upon and make links within their new learning. Teachers use mini quizzes regularly to track understanding of current and previous learning.

The aim in Science is to ensure that as well as acquiring knowledge under topics, that working scientifically skills are included in most lessons so that children can reinforce knowledge learnt, be ‘hands on,’ ask questions and test theories and are equipped with any other skills required to be curious and inquisitive scientists. They learn to ask and answer questions, research effectively, observe closely, take measurements, analyse and interpret data, present their results in different ways, draw conclusions and evaluate the effectiveness of their results. Most importantly children will understand that science is a continually changed set of ideas that have changed over time and will continue to change into the future.

Using our checklists, teachers assess the working scientifically skills as well as knowledge gained.

Foundation Subjects

For our foundation subjects we mostly use the National Curriculum, supported by the Chris Quigley Essentials Curriculum.

- Knowledge can be acquired by: Learning key facts
- Learning key skills
- Through experiences

We believe that good teaching is *specific, well sequenced, and taught to be remembered, returned to and built upon.*

History ‘History at Cassiobury is about understanding the past to understand the present.’

The History curriculum at Cassiobury Junior School is based on the National Curriculum and the Chris Quigley Essentials Curriculum. We aim to give children the skills and experience needed to question key elements of the historical topics that their year group are exploring. In the design of the curriculum we have planned for a progression of skills to be taught over Key Stage 2 and, where there are good links, to link with other subjects. Pupils are expected to reflect on the achievements of each period of history and link this to previous historical periods taught including Key Stage 1. Pupils are expected to reflect on key historical figures where relevant. Questioning and understanding historical resources and bias is also taught in the curriculum.

The History curriculum has been adapted to allow reflection on how historical events, beliefs and people can be viewed through a modern point of view and values. Teachers are

encouraged to get children to think about how different groups were treated in the past. One such example would be looking at women's rights in previous periods in history.

Teachers are encouraged to focus on the key National Curriculum skills in history but we acknowledge that children often want to talk about the 'fun facts' of certain periods such as Egyptian mummification or Roman Gladiators but that this should be limited to one lesson in a term.

Geography 'Geography at Cassiobury is learning about our amazing, varied world and understanding how and why it changes.'

Our Geography curriculum is based on the National Curriculum and the Chris Quigley Essentials Curriculum. Our aim is to give children the skills and experience necessary to understand the connections between human and physical geography, with an extensive geographical vocabulary. There is a focus on fluency in geographical enquiry and using analytical skills and presentation techniques. Field studies are an important part of the curriculum, in order to practice skills in context. Pupils are expected to be able to express well balanced opinions, rooted in knowledge and understanding of current and contemporary issues in society and the environment.

PSHE 'PSHE at Cassiobury is about having the skills and knowledge to keep healthy, safe and prepared for later life.'

The PSHE curriculum at Cassiobury Junior School follows the Jigsaw scheme of work. This scheme helps to contribute to the whole school ethos, safeguarding, British Values and contribution to SMSC. A spiral, progressive scheme of work allows the children to revisit prior learning, as well as giving children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. PSHE Education further equips the children with knowledge, skills and attributes to keep themselves healthy, safe and prepare them for later life. Part of the Jigsaw scheme links to mindfulness and encourages the children to focus on calming and breathing techniques to help them focus and prepare for their learning. Pupils are expected to record work, where necessary, in their books, although a lot of work will be verbal and class discussion based.

A PSHE and SRE policy has been produced in consultation with parents and governors.

P.E.

The P.E curriculum at Cassiobury Junior School is based on the guidance from the National Curriculum. We recognise the importance of physical education and the role it has to play in promoting long term, healthy lifestyles. The intent of our physical education curriculum is to provide all children with high quality physical education and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging physical education lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect. The curriculum is implemented by the class teacher and an outside sports coach.

Swimming

All pupils will have swimming lessons in year 5 provided by the local leisure centre. Pupils in year 6 who have not achieved the required expectation will have booster lessons. Pupils are expected to be able to swim at least 25 metres, use a range of strokes efficiently and perform safe 'self rescue'.

Art and Design 'Using skills to create individual work.'

The Art and Design curriculum at Cassiobury Junior School is based on the National Curriculum and the Chris Quigley Art and Design 'Milestones.'

We aim to give children the skills and experience needed to produce their own art inspired by the techniques and methods of specialists and well known artists. We do not aim or want children to produce copies of other people's art work, but to use these for inspiration and knowledge development. In the design of the curriculum we have planned for a progression of skills to be taught over Key Stage 2 and, where there are good links, to link with other subjects.

We have adapted the curriculum as we felt that the artists recommended were mainly white, male and European. As a result, in addition to the artists recommended by the Chris Quigley document, we also include modern, female and black artists and those more representative of positive models throughout society. In consultation with the Infant School we have also checked the chosen artists so that the children do not revisit previous learning on artists. These are all identified in the scheme of work.

Pupils are expected to use their sketchbooks to refine and record skills learned so that they can revisit techniques.

Design and Technology 'Using learned skills to create and make designs.'

The Design and Technology curriculum at Cassiobury Junior School is based on the National Curriculum and the Chris Quigley 'Milestones.'

We aim to give children the skills and techniques to understand how designs function and their intended purpose. Whilst there are excellent links to Art, which can be utilised, this is not always the case. Links to other subjects are suggested but teachers can change the 'hook' for a module if they retain the high quality teaching of the skills in order for pupils to achieve their 'milestones.'

In order to provide the pupils with a wide variety of 'role models' that reflect our ethnically diverse society and avoid gender stereotypes, we encourage teachers to look at more modern designers and engineers, such as Zaha Hadid, architect. Other suggestions are made in the scheme of work but are not limited to just these suggestions.

Pupils are expected to record their designs and skills learned so that they can review and use previous learning.

Our technology curriculum expects pupils to learn the skills needed to design an appropriate finished product.

Level 1 food handling training is offered to all staff.

Computing 'Computing is about being digitally literate, curious and safe in and out of school.'

Our computing curriculum is based on the Rising Stars Switched on Computing Scheme. It covers all the requirements of the National Curriculum. It aims to develop pupils' understanding of the concepts, practices and perspectives that underpin programming and other aspects of computer science, while providing opportunity for creative collaborative project work in which pupils can acquire the information skills they need. As well as this, it weaves e-safety throughout, helping pupils to understand the implications of technology for individuals and society as they become digitally literate. The approach is built on ideas of learning through experiment, discussion and making, and these are woven through the scheme. The topic based approach allows activities to be linked to other subjects where appropriate. In addition to Rising Stars the school also teaches online safety and awareness through assemblies and visitor workshops.

We have a trained CEOPS ambassador on the teaching staff. They share information with pupils, staff and parents.

RE 'RE at Cassiobury is about understanding and respecting our diverse society.'

The Religious Education syllabus at Cassiobury Junior School follows the Hertfordshire agreed syllabus for Religious Education. It aims to enable the school to achieve high quality Religious Education for all.

The syllabus provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews that give life value. The principal religious traditions in this syllabus are, in accordance with guidance from the DfE; Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. The RE curriculum aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society.

Religious education at Cassiobury aims to assist children in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints. It will ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Modern Foreign Language

'At Cassiobury, Spanish is about learning every week about Spain, and its language, from a Spanish speaker.'

The school employs an outside agency to deliver our MFL provision in Spanish. This follows all the requirements of the National Curriculum and aims to give pupils a broad working knowledge of the basics of Spanish language. The school has chosen to use a structured scheme for Spanish to support the Spanish teacher across 4 year groups. All pupils have Spanish every week.

Music

'Music at Casiobury is about having many opportunities to play, compose, improvise and perform.'

Our music curriculum is based on the National Curriculum and uses a number of resources including Charanga, Sing Up and BBC Ten Pieces to provide children with a range of opportunities to listen, perform, compose and improvise music. We work closely with Herts Music Services who provide specialist music teachers for some units, allowing children to learn instruments or singing techniques from professional musicians. We also aim to provide opportunities to listen to and respond to a wide range of music throughout the year.

Longitudinal learning

Provision is designed to help understanding. Lessons are therefore not an event in themselves, but an opportunity to advance understanding. They are part of a process – Some lessons may involve multiple objectives, some of which may continue until the required understanding has been reached. We recognise that there are many opportunities for learning that may take place on an ongoing basis and teachers are encouraged to

identify and make use of these. For example, where possible opportunities should be found to refer to accurate maps to add context to learning; use of clocks should be standard daily practice in the classroom; Newsround can be accessed each week to keep abreast of current affairs; reference to weather and seasonality throughout the year; spellings and grammar should be reinforced by regular daily practice.

Pebbles Curriculum: For those children who may find it difficult to achieve the skills as outlined in the Essentials Curriculum, we may use the Pebbles curriculum. This allows teachers to identify smaller steps towards an outcome, allowing all children to make progress. Typically, this will be only implemented after discussion with the SENDCO and parents and will be part of a specific agreed plan.

Progression

Progress is the understanding, widening and deepening of the essential skills that are being taught. This means that children will often be exposed to content again, each time in a richer and more challenging framework. Each year group should revise and build upon learning from previous years. For example, in Science, the circuits unit in year 4 should be built upon and be significantly more challenging when revisited in Year 6. Subject leaders need to have a broad understanding of the curriculum from the infant school. In order to identify progress throughout a pupils school career we employ a number of methods.

Beyond the Curriculum

Opportunities to develop a broad curriculum for all pupils is sought through an annual assembly plan based on priorities, PHSE lessons that are tailored to the needs of classes or groups, themed events, forest schooling, author visits, news events, one-off events and campaigns.

Feedback and Assessment (Marking)

Assessment and target setting are fundamental to children's progress and achievement, and is an integral part of the National Curriculum statutory procedures. Ongoing teacher assessment and record keeping is a vital part of classroom practice.

Checklists

Each subject has a skills checklist that helps track progress across the year and identifies skills which have been taught and learned. These are either kept in pupils exercise books or in the teaching folder.

Assessment and Data

Formal assessments are carried out twice a year. We use the NFER assessment tests. This forms the basis for our data and in conjunction with teacher assessment is used to identify the progress children have made. This is identified in more detail in our learning and feedback policy.

Purpose of Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are to:

- Provide information to support progression in learning through planning
- Provide information for target setting for individuals, groups and cohorts
- Share learning goals with children
- Involve children with self-assessment

- Help pupils know and recognise the standards they are aiming for
- Raise standards of learning
- Identify children for intervention
- Inform parents and other interested parties of children's progress
- Complete a critical self-evaluation of the school

Formative Assessment (Assessment for Learning)

The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. At Cassiobury Junior school, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

Formative Assessment/Assessment for Learning is used to:

- Identify children's strengths and gaps in their skills/knowledge and plan for interventions.
- Inform future planning/ next steps
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the child's rate of progress

Examples of formative assessment include:

- Use of mini-plenaries
- Informal target setting
- Effective pace, challenge and content in lessons
- Pupil self-assessment
- Peer assessment
- Effective marking and feedback
- Teacher observation of pupil performance
- Pupil discussion
- Success criteria- best used when generated with the pupils
- Effective use of learning objectives
- Planning which builds on prior learning

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date
- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of KS2 are met
- Provide information about cohort areas of strength and weakness to build from in the future

Assessment Schedule

	Autumn 1	Autumn 2	Spring	Summer
	• Baseline in Reading, Writing and Maths for year 3 pupils new to school. • Provision Map updated for year 3 or new entries.	• NFER tests for Maths, Grammar, Reading • HfL Teacher Assessment • Parents' Consultation Evenings • Provision Map updated •	• HfL Teacher Assessment • ISP reviewed • Provision Map updated • Annual report to parents • Pupil progress meetings	• Pupil Progress Meeting • NFER tests for Maths, Grammar, Reading • • HfL Teacher Assessment • Parents' Consultation Evenings • Provision Map updated

The termly review of tracking data will give teachers the opportunity to identify children who need additional support or targeted work. It will also be used for teacher appraisal. To achieve this at Cassiobury Junior School we will:

- Follow the Assessment Cycle and update the data on a regular basis into our current tracking system
- Use a 'book study' approach to cross-reference pupil interviews with pupil books and planning, to ascertain an understanding of progress and knowledge.
- Use assessment information to identify children who are not on target to make at least expected progress and use this to inform lesson planning and intervention planning
- Use information to identify percentages of children working at age related expectations, below and those working above within a cohort and within target groups
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- Work with colleagues to moderate and level writing every term. Some moderation can be done in PPA time.
- To inform provision mapping

Communicating with parents

The information from assessment is communicated to parents and pupils on a termly basis.

Parent Consultations take place during the Autumn and Summer term to discuss progress, agreed targets and/or areas for development and to view children's work. Teachers are also available for informal consultation throughout the year.

In the Spring term, the annual school report informs parents about pupil experiences, achievements and academic progress. Parents are able to give feedback on the report and may request to follow up with the class teacher.

The Herts for Learning Approach

The school has adopted the Herts for Learning (HfL) assessment system. This package includes:

- A set of reports which will be run from SIMS Assessment Manager 7, to assist the school with self-evaluation and to inform discussions with Ofsted, Governors and Improvement Partner.

Key Principles of the System

- The assessment criteria are to be used in a formative way and should be referred to throughout the school year.
- The system for measuring attainment is a summative assessment tool of where a child is in their learning journey. Summative judgements must be made no more frequently than once a term.
- Parents will be given information about where their child is as measured against Age Related Expectations (ARE).
- Three different types of assessment will be used:
 - Formative Assessment
 - Internal Summative Assessment (tracking pupils' progress through school)
 - External Summative assessment (National Tests and Teacher Assessments etc)

HfL Easy Tracking System

The HfL Easy Tracker is a 'light-touch' approach to summative assessment, allowing teachers more time to focus on the formative aspects of assessment. Clear easy-to-use reports on attainment and progress can be produced for teachers, school leaders, subject leaders and governors to aid strategic decisions.

Tracker offers 4 available summative assessment grades, as follows:

GDS - On track for working at greater depth

EXS - On track for working at the expected standard (of that year group)

WTS - On track for working towards the curriculum expectations (of that year group)

PRE - On track for working at pre-curriculum expectations (of that year group)

To determine the grade which best describes a child's attainment, teachers will take a 'best fit' approach by considering the overall proportion of the skills and knowledge for the year group where there is evidence of attainment.

HfL Foundation subject Tracker

Like the Easy Tracker there are 4 grades that can be achieved, they are as follows:

ARE+ on track for beyond typical age-related expectation, pupil will be exploring greater depth

ARE= on track for working confidently and independently at age-related expectation

ARE- on track for achieving the main objectives for age-related expectation, but may have needed greater scaffolding and support to achieve expectations

ARE-- working below age-related expectations – differentiated curriculum

Role of Governors

- Receive assessment data twice a year
- Receive, review and discuss ASP and dashboard
- Receive and discuss reports from Herts Improvement partner (HIP)
- Designated governor for Pupil Premium and SEND to monitor progress made by those groups
- Monitor pupil progress across the school throughout the year

Marking/Feedback

At Cassiobury we aim to give children the opportunity to see their progress over time.

Constructive feedback is the best way to move a child's learning forward and reinforces our

high standards and expectations. Children use this to review their learning and make improvements.

Marking: (Teachers to use green marking pen in children's books)

Yellow pen to highlight successes: This is against the learning skill and success criteria.

Teachers or pupils can then highlight what has been achieved. A comment can be added to explain why this has been highlighted.

Blue highlighter pen to indicate an area for improvement/challenge.

- This pen can be used to highlight something that could be improved to either secure the child's target level learning or to move them forward.
- Children should respond to feedback, and be given opportunities to do so.
- Where these apply to the whole class, this should be addressed in planning, plenaries, live feedback, annotations and alterations.

Frequency of marking/feedback

Books should evidence clear feedback. Evidence includes:

- Purple pen editing
- Teacher comments in green pen
- Teacher corrections in green pen
- Pupils aware of clear targets
- Pupils responding to feedback in books – e.g. re wording sentences, corrections, etc..
- Pupil responses to mini plenaries
- Carefully managed peer assessment

There is no set expectation of **marking** but feedback should be frequent and ongoing. It is expected that children have some pupil conferencing for detailed feedback. Children will not make good progress without feedback. It is imperative that below standard expectations for a pupil should be picked up on in very short timescales (within the same week but ideally within the lesson.).

Live Feedback

Live feedback is when children are given feedback with constructive advice for improving/refining their learning during a lesson. This is recognised as highly effective and can reduce teacher workload.

Pupil conferencing

Pupil conferencing is 1-1 or very small group feedback with the teacher and pupil. This can be part of small group teaching. The teacher will/can go through several areas for development and look through more than one subject giving children advice and guidance.

Maintaining high expectations

All staff should maintain high expectations before accepting work. This comes with the caveat that the staff must know what is right for that child. As an example, a dyslexic child may never master some spellings but high standards should be expected in all other areas. We should not use SEND as an excuse for low expectations.

Support

If a child is supported by an adult, peer or has used a resource to support or scaffold their learning, this should be recorded in the book, planning or checklist

Inclusion

Feedback needs to be accessible to all pupils otherwise we are only paying lip service to the process. A child struggling with reading and writing does not need a long written piece of feedback that is not accessible. Too many pieces of feedback might overload a pupil in their

thinking. Targets/feedback may need to be consistent over a longer period of time to achieve a skill.

Self-Assessment

All children should be encouraged to take responsibility for the work they produce and a 'do their best' attitude. Children should be encouraged to use the highlighter to highlight successes and areas for development. To do this they must be clear about the skills they are using/learning.

Editing

Children write in pencil or blue pen. Editing should be done in purple so that it is clear that these are changes to the original.

Spelling and grammar errors

These should be marked by **SP** or **GR**. No more than 3 spelling errors to be highlighted in each piece of work. At first, the teacher should 'dot' the word in order for the child to have another go at correcting it.

If an error still occurs, the word should be rewritten in the margin for children to practice 3 times, underlining the part of the word that they misspelt. This can be done at the start of the following lesson.

Stickers and stamps

Stickers and stamps can be used to praise children but must be deserved. Where a child may be below ARE but has impressed with their effort then a comment should be made to clarify why a sticker has been awarded.

Checklists

For every subject, each pupil has a skills checklist in their books. This is a checklist of the skills that pupils need to independently demonstrate to be assessed as meeting age related expectations. Next to each skill, teachers or pupils write the date on which they have been demonstrated and achieved. This information is used to aid teacher assessments for the Easy and Foundation Trackers.

Cassiobury Junior School

Presentation

'We believe that good presentation allows us to celebrate our skills.'

- All straight lines must be drawn using a ruler.
- Skill and date should be underlined
- Labels on diagrams should be straight and joined with a ruler.
- Pencils should be sharp.
- Rubbers should be used sparingly.
- Crossings out should be done with 1 straight ruler line.
- Any paper must be stuck in straight and trimmed so that they do not stick out of the book.
- Joined handwriting should be used as standard.
- 2 square margins must be drawn in maths books.
- 1 digit per square in maths books.
- No doodles, shading in or graffiti on the front or inside of any books.
- Unacceptable or insufficient work should be repeated or completed.
- *Generic worksheets should not be used.*

Amazing presentation will be noticed and rewarded! Pen licences are awarded as incentives.

Monitoring

The SLT are responsible for monitoring the effectiveness of teaching across the school. Monitoring is intended to be purposeful and useful to staff. Feedback is given and support offered.

Homework

Homework is designed to either practise or prepare for learning. Pupils should be practicing spellings and times tables & number facts on a regular basis. They should be reading every day. All spellings and homework will be made available on the year groups Google Classroom. Teachers may also set further homework tasks to prepare for future learning, pre-teach or practice skills where necessary.

Teacher Standards

PART 1 - TEACHING
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. PLAN AND TEACH WELL STRUCTURED LESSONS
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES
8(a) make a positive contribution to the wider life and ethos of the school
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8(c) deploy support staff effectively
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
8(e) communicate effectively with parents with regard to pupils' achievements and well-being
PART 2: PERSONAL & PROFESSIONAL CONDUCT
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
(c) showing tolerance of and respect for the rights of others
(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.