



## Teaching and Learning Policy

(includes Curriculum, Differentiation, Assessment and Reporting, Monitoring and Evaluation, Marking and Homework)

This policy applies to the whole school including the EYFS.

At Oakwood School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

**Teaching and learning are the core purpose of what we do. High quality learning, teaching and subsequently pupil outcome and achievement, are what we want for every child within the School. We believe the more we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be.**

Our aim to continue to raise standards in our school is focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and outcomes.

**We expect every teacher to be an excellent teacher – no child deserves less.**

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school;
- to enable teachers to teach as effectively as possible;
- to enable children to learn as efficiently as possible;
- to give children the skills they require to become confident, resourceful and independent lifelong learners;
- to provide an inclusive education for all children which ensures access to all;
- to learn from each other, through adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the essential elements that are key to raising standards in teaching and learning.

### **The Curriculum**

The curriculum is all the planned activities organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the School's planning – long, medium and short,

but also the range of extra-curricular activities that enrich the experiences of the children. The School aims to teach the children how to grow into positive, responsible, kind people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

**The aims of the School curriculum are:**

- to enable all children to learn and develop their skills to the best of their ability with full access for all;
- to enable all children to make good progress according to their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to School, and acquire a solid basis for lifelong learning;
- to enable children to challenge themselves physically in a wide range of sports;
- to enable children to be creative and to develop their own thinking;
- to teach the children about their developing world, including how their environment and society have changed over time;
- to enable children to be positive citizens in society;
- to fulfil our obligation to actively promote fundamental British Values, as well as spiritual awareness in all pupils;
- to enable children to have respect for themselves and high self-esteem, and to be able to live, value and work co-operatively with others.

**We ensure our teaching is not discriminating against pupils contrary to Part 6 of the Equality Act 2010.**

**Values**

Our curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The essential values of our school, upon which we have base our curriculum, are encapsulated within our Mission Statement:

Oakwood School creates a family environment and develops happy, confident children by providing an all-round education of the highest quality, to enable children to have the best start in life and be able to achieve their potential.

**Core Values:**

**A The Oakwood Family is Actively involved in every area of school life; Academic, cultural, sporting and social**

**C We are Creative and Confident, and Contribute to the local Community**

**O We encourage Original thought, spurring us Onwards**

**R We are Ready to face new challenges and take Risks**

**N We Nurture self-esteem by positive relationships with each other, creating well-rounded, independent individuals**

**S Our Oakwood Family promotes a Safe and Supportive environment to enable every child to flourish**

**OAKWOOD SCHOOL – THE ROUTE TO SUCCESS**

## **Organisation and Planning**

We plan our curriculum in phases. We agree a long-term plan for each year group through our schemes of work for each subject area. This indicates what is to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. The Prep School schemes of work contain learning objectives and suggested activities to use when teaching each subject area or unit.

In Pre-Prep, the medium-term plans, based on our schemes of work, give clear guidance on the learning objectives and activities that we use when teaching each topic or subject area.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and outcomes for each session, and to identify what resources and activities we are going to use in the lesson. These are all stored on the server in advance and then evaluated to inform future planning

In the Early Years Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Statutory Framework and the National Curriculum, and that there is planned progression in all curriculum areas.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning either at Oakwood or elsewhere. We work closely to build positive partnerships with the variety of nurseries and other pre-school providers in the Chichester area.

The curriculum that we teach in the reception class meets the requirements set out in the revised EYFS Statutory Framework. Our curriculum planning focuses both on the prime areas and the specific areas and on developing children's skills and experiences, as set out in this document.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately and, as much as possible, through subject specialists. Key Stage 1 use creative curriculum model to deliver most of their curriculum content. Year 3 is a transition year for pupils where they remain, for the most part, classroom based. They receive specialist teaching for certain aspects of the curriculum, for example Science, Art, DT, Drama, Music, ICT and PE/Games.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Informal day to day contact is encouraged.

## **Children with SEND**

The curriculum at Oakwood School is designed to provide access and opportunity for all children who attend the School. If it is thought necessary to adapt the curriculum to meet the needs of individual children, then it is done so in consultation with the Form Teacher in the Pre Prep and with either the form teacher or subject teacher in Prep School, parents and the IENCo, depending on the age of the child.

If a child has identified special needs, Oakwood School does all that it can to meet these individual needs with reasonable adjustments under the Equality Act 2010 and Special Needs and Disability Act 2001.

The School fulfils its obligations for SEN as per the SEND Code of Practice, January 2015 in providing for children with identified special needs. If a child displays signs of having additional or special needs, the teacher will liaise with our IENCO who will make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities suitable to the child's needs within the normal class organisation. If a child's need is more severe, a Statement of Special Needs /\*EHCP is sought, involving the appropriate external agencies when making this assessment. Additional resources and support are provided for children with special needs. Please refer to the Oakwood SEND Policy for full details.

## Early Years Foundation Stage

In the framework it states, 'Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances' (Statutory Framework for the Early Years Foundation Stage (2014)', p.5).

Furthermore, 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity' (Statutory Framework for the Early Years Foundation Stage (2014), p.9).

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below).
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

There are seven areas of learning and development that must shape educational programmes in the early year's settings. All areas of learning development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development.

Practitioners support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding of the world;
- Expressive arts and design.

Therefore, our curriculum planning focuses on the above. EYFS practitioners consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We recognise that children develop in different ways and at different rates, and that all seven areas of learning and development are important and inter-connected. Please refer to the Early Years Foundation Stage Policy for more detail.

Oakwood School fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Indeed, 'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults' (Statutory Framework for the Early Years Foundation Stage (2014) p.9).

Teaching builds on the experiences of these young children. We do all that we can to build positive partnerships with parents in order to forge firm foundations for future learning.

Throughout the academic year, regular observations and assessments are completed online (via Tapestry), and the Early Years Foundation Stage Profiles are completed in the summer term. Formative and summative assessments form an important part of the future curriculum planning for each child.

## **Pre-Prep – Years 1 and 2 (Key Stage 1)**

In Years 1 and 2, all NC subjects are taught together as well as MFLs, RE and PSHE.

## **Prep – Year 3 to 6 (Key Stage 2)**

In Year 3 to 6 all National Curriculum subjects are taught as well as MFL's, Drama, RE and PSHE.

## **PSHE**

Personal, social, health and economic education is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and well-being. We aim to equip the children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community.

They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

We promote values of recognising the worth of each, celebrating their individualism, and enjoying and nurturing their contribution to the school community. Tolerance, politeness and mutual respect are at the heart of our aims and ethos. The Prep School Enrichment Programme and the Y6 Summer Term Academic and Enrichment Programme broaden and enhance each child's education.

Please see the PSHE Policy for greater detail.

## **Fundamental British Values**

As a school, we value and celebrate the diverse heritages of everybody at Oakwood School, but alongside this we value and celebrate being a part of Britain.

In accordance with Part 2, paragraph 5 (a) and (b), British values are actively promoted in much of what we do, during school assemblies, RE and Personal, Social and Health Education (PSHE) sessions. These values are also integral to Oakwood's vision and values.

As well as actively promoting British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

## **The role of the Head of Department (HOD)**

- to provide a strategic lead and direction for the subject;
- to support and offer advice to colleagues in issues related to the subject;
- to monitor pupil progress in that subject area;
- to provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They should review the way the subject is taught in the School and plan for improvement.

## **Monitoring and Review**

The Head of Academics (HOA) in the Prep Department is responsible for the day-to-day organisation of the Key Stage 2 Curriculum and the Assistant Head and Head of Pre-Prep (HA&HPP) oversees the EYFS and Key Stage 1 Curriculum. Medium Term and Weekly Plans are monitored by either the Head of Academics or Head of Pre-Prep, as appropriate, to ensure that curriculum coverage and learning takes place.

Work scrutiny takes place on a regular basis, and is coordinated by the Head of Academics; feedback is provided to ensure standards throughout the School are consistently high.

Heads of Department monitor the way their subject is taught throughout the School and have responsibility for monitoring the way in which resources are organised and managed.

## **THE NEEDS OF THE CHILD**

The most effective learning will take place when a number of basic needs are met. Pupils come to school from a variety of home circumstances and with past experiences that, in differing degrees, affect their ability to learn. They will make most progress when the School provides a supportive learning environment, when they understand what is expected from them and where there is appropriate motivation. Teachers play a vital role in creating a learning environment in which the individual needs of all pupils are addressed.

## **Relationships, Classroom Climate and Emotional Support**

The School can contribute towards pupils' emotional development by creating a climate in which they:

- feel secure;
- feel that their contributions are valued;
- trust their teachers and are trusted by them;
- experience consistent and appropriate discipline;
- develop a sense of worth, self-esteem and confidence;
- encourage an ordered atmosphere which makes pupils want to learn;
- ensure access to good quality materials and resources;
- agree with pupils the ground rules for classroom organisation and working practices;
- maintain attractive and well-ordered classrooms: this includes putting value on the child's work by arranging and displaying it well;
- demonstrate a value in the high standards of presentation expected of all finished work;
- encourage the child to be independent within the classroom and to take an increasing responsibility for looking after their own equipment, materials and the classroom environment;
- positively encourage children to use all areas of the School for their work.

We believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of higher order thinking skills.

We seek to provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that lead to the following **creative skills and independent learning**:

- questioning and challenging;
- envisaging what might be;
- exploring ideas, keeping options open;
- reflecting critically on ideas, actions and outcomes;
- making connections and seeing relationships.

## **Key elements and principles of teaching and learning across our school – a practical guide**

***All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive support to ensure they fully understand these elements and to enable them to embed them in their everyday practice.***

### **Lessons begin ... with stated clear learning objectives**

- These may be shared orally or displayed.

### **Lessons have ... well planned learning outcome and/or success criteria**

- All pupils are clear about how they will achieve the learning outcome;
- Children use the success criteria to self-assess elements of their own and/or other children's work;
- Children are reminded of the learning outcome or success criteria during the lesson – often children's work is used by the teacher to illustrate success criteria in action.

### **Lessons are ... clearly differentiated**

- All learners are challenged appropriately;
- Planning shows clear differentiation: individuals encountering difficulties are noted so that this information can be used to inform future plans and/or lessons.
- Differences are recognised amongst children which affect their learning and which must be catered for in our teaching.
- Teachers adapt learning objectives to meet the needs of each individual in each teaching group;
- All project work should be broken up into manageable chunks with clear short term attainable targets;
- Teachers make connections with previous learning experiences and outcomes;
- Steps are taken to ensure that every child can access all activities;
- Appropriate materials and resources are prepared;
- Assessment is qualitative rather than quantitative;
- Pupils are involved in their learning (AFL).
- Teachers check readability of text and accessibility of vocabulary. They may need to enlarge text, highlight key points or use simplified vocabulary; and /or reduce the amount of text to be read.

### **All learners are ...actively engaged in learning and work co-operatively**

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods;
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in lessons;
- Mini whiteboards may be used in short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson;
- Visuals, artefacts and auditory input are all used creatively as a way to enhance learning;
- Children help and encourage each other;
- Children explain their ideas clearly in full sentences.

### **We believe it is important for pupils to talk during lessons.**

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school, we believe that **talking** is central to learning. Lessons include planned and unplanned opportunities to discuss questions and extend thinking ***Think/Pair/Share and Talk to your partner (TTYP)*** are regular features in lessons. Pupils are encouraged to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

### **Learning is enhanced through ... effective use of questioning**

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open-ended questions;
- Providing wait time (3-5 seconds); pupils need time to think through their answers before replying;
- Providing thinking time by giving an advance warning, such as *'In two minutes I am going to ask you....'*;
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with *'We think that...'*;
- Ensuring pupils fully understand the question.

### **Learning is enhanced through ... the use of ICT**

ICT is used to enhance learning wherever possible, equipping children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. They have opportunities to find, explore, analyse, exchange and present information. We focus on developing skills necessary to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners, therefore, we need to harness the potential of emerging technologies. We have both static and portable devices.

### **Learning is enhanced through ... the use of effective behaviour management**

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to the Behaviour and Rewards & Sanctions Policies. Recognition of excellence in pupils' work is recognised through the awarding of House Points and Credits.

### **Learning is enhanced through ... the effective use of additional adults (where applicable)**

- Additional adults are clearly directed to support learning;
- Teaching assistants are fully engaged with pupils on the carpet and at tables during lesson times (**They are not photocopying work, sharpening pencils or sticking work in books during lesson time!**);
- They are clear about *who* they are supporting and *why*;
- Planning is shared in advance with teaching assistants;
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources to facilitate learning;
- They are involved in assessing pupil's understanding and feeding back to the teacher;
- Teaching assistants will annotate in books to indicate support has been given – see marking section.

### **Learning is enhanced through ... the effective use of a plenary and mini plenaries**

- *Review* what has been learned;
- *Reflect* on how it has been learned.

Reviewing learning is key to memory and not confined to the end of the lesson. Teachers review the entire lesson and constantly refer pupils back to the learning outcome or success criteria of the lesson, reinforcing prior learning. Pupils are encouraged to reflect on what they have learned and what has helped them to learn, using prompts such as:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

## **Learning is enhanced through ... a great classroom environment**

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. Pupils should not sit in rows. Seating plans should be flexible and encourage opportunities for collaborative learning.

### **Walls**

These should reflect the work currently being studied and should include:

- Children's questions;
- Key vocabulary;
- Visuals and artefacts.

### **Well-labelled and neatly organised resources**

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

### **Principles of Assessment**

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what they need to do in order to make progress. This allows us to base our teaching on detailed knowledge of each pupil. We give parents regular feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### **Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.**

Assessment serves two main purposes:

1. It provides information about children's progress that teachers can use as a basis for decisions about the next steps in children's learning. (**Formative assessment**)
2. It also provides information to parents and others about the progress and levels of attainment reached by children, especially at the end of the Early Foundation Stage, Key Stages 1 and 2, and about the progress made since the last reported assessment. (**Summative assessment**)

Effective assessment provides information to improve both teaching and learning. Assessment is one of our key tasks and underpins the School's aim to make each pupil a happy, motivated and extended child. A comprehensive definition of assessment includes the processes of gathering, interpreting, recording and use of information about a pupil's responses to an educational task.

The aims and objectives of assessment in our School are that:

- it should help the children to progress in their learning;
- it should provide motivation for both pupils and staff;
- it should assist the teacher to evaluate the effectiveness of his/her teaching;
- it should provide a means of communicating information to the pupils, their parents, teaching colleagues and future schools.
- to enable our children to demonstrate what they know, understand and can do in their work.
- to help our children understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child.
- to provide regular information for parents that enables them to support their child's learning and progress.

- to provide the Headteacher with information that allows her to make judgments about the effectiveness of the school

We assess the whole child, not just his/her academic progress. During both formal and informal contact with each pupil we also assess:

- social development;
- health and well-being;
- self-reliance;
- attitude towards themselves and others;
- commitment and motivation.

Assessment should have clear aims and inform our teaching. Assessment of pupils' achievement should be based on:

- observation of pupils in class (it can be based on oral, written, practical, manual or graphic work);
- how they interact with other pupils and with groups;
- homework (with or without the aid of parents);
- how they perform in tests and examinations.

At regular intervals we should set pieces of work that focus on specific areas of achievement so that these can be assessed. These can be:

- reinforcement tasks;
- tasks, which draw on knowledge, already acquired and then require the pupil to take this one step further.

In the Prep School, more regular unit tests or end of topic tests require pupils to show evidence of recently acquired learning.

These tests also prepare the children for more formal examinations and can be used to encourage pupils to develop skills of revision and self-review.

Teachers must use the results of the assessments to inform their preparation and teaching. Also, it provides vital information for the grouping of pupils and advice to parents regarding future schools.

### **Planning for assessment**

- The assessment which takes place in every lesson has the most immediate effect
- In every lesson assessment should be primarily focused on the lesson's learning outcomes. Each lesson begins with a brief review of previous work and ends with a plenary to assess the pupils' learning.
- The children's work should be the focus of assessment since that offers the evidence of what children can do. From Reception up, some examples of children's work are stored in exemplar portfolios.
- Not all learning will be planned, so teachers need to be ready to recognise any unplanned progress.
- In the Prep School, we involve the children in the assessment process frequently - children help set simple learning targets, in conjunction with form tutors and subject teachers.
- Marking of written work, is important as a means of motivation and for offering the children constructive advice for improvement. There is consistency of expectation throughout the school. Auditing of standards by the SLT and subject leaders occurs regularly and is formalised in our termly Head of Department Meetings.
- At Management meetings and subject meetings (held termly) samples of work from the full range of subjects in a particular Year group may be scrutinised and appropriate feedback to staff offered (Book Looks).
- Not all that is assessed needs to be recorded. Unwieldy record systems are too bureaucratic.

- The award of house points and credit awards are made to children who have worked hard, taken care or shown academic initiative. These are recorded in the child's Pupil Planner.
- Work in the Prep School is graded according to national standards when appropriate, but grades are not routinely written in pupils' books. Marks for preps and occasional tests may be written into books when appropriate.

## **Recording and Progression**

Oakwood School recognises that there are various methods of assessing a child's learning. The type of assessment that is made varies from subject to subject.

We acknowledge that records should be:

- clear, concise and easy to maintain;
- easy to interpret;
- show what an individual child has learnt and understood.

## **Pre-Prep and the Early Years Foundation Stage**

The statutory framework (2014) states 'Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting on those observations' (Statutory Framework for the Early Years Foundation Stage (2014) p.13).

### **Recording Pupils' Achievement in Pre-Prep**

In the Pre-Prep the following are used to record pupils' achievement in all areas of the curriculum:

Nursery, Kindergarten and Reception use Tapestry and a Data Collection sheet is used to record ongoing assessment of the children in the seven areas of learning. Such assessments are based on observations of what the children are doing on a day-to-day basis.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile should provide a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected level, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals, and practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

It is important to note that the EYFS places a strong emphasis on working with parents as partners. Parents and practitioners should reflect together on what:

- A child likes to do;
- S/he is trying to master or has just learned;
- New words/language structures are emerging; and particular interests or patterns in play and exploration are observed at the moment.

Key Stage 1 – Records are completed for reading, writing and mathematics in Years 1 and 2 on a termly basis. Spelling is formally assessed in the Summer Term.

These records, along with the Pupil Profiles, are handed on from the Pre-Prep to the Prep Department at the end of KS1.

In the Prep School, recording of pupils' day-to-day progress should be done by either the form and/or subject teachers. Lesson evaluations are annotated on weekly working plans. It should emphasise effort as well as achievement. Noteworthy effort/achievement is rewarded by awarding House points, Credit and achieving Merit awards by reaching House point Targets.

### **Monitoring Pupil Performance**

The performance of pupils is monitored in the following ways: See **Appendix A – Pupil Performance**.

Analysis of results from the formal assessment process enables us to target specific pupils and subject areas.

### **Target Setting**

All pupils need to be clear about how they need to improve. Individual targets are set termly by subject teachers or form teachers in:

- mathematics;
- English;
- science

The pupils and form teacher agree on a pastoral target.

Targets are discussed with individual pupils and recorded in PS Pupil Planners and PP books, according to the age of the pupils. We review the progress of each child and revise targets as appropriate. Termly writing scrutiny takes place, where a piece of unaided writing is collected from individual children, assessed and is used to set writing targets, and these are then monitored accordingly.

### **Progression**

When one teacher hands on a pupil to the next teacher, a continuous cycle of learning should be sustained. This continuity is achieved:

- By transferring relevant information from one class teacher to the next;
- By discussing children's particular needs at the meeting to follow up end of year tests in May and to evaluate what additional support is likely to be required the following year;
- By keeping channels of communication open via staff meetings, subject meetings and informed discussions;
- By encouraging more classroom observation and team teaching.

### **Records**

Assessment in the Foundation Stage takes the form of observation, involving the teacher and other appropriate adults using baseline assessment and Tapestry.

Each teacher uses Tapestry to keep a developmental record for each child and uses this to record achievement. A termly overview of general progress and future steps is also recorded. These records contain a wider range of evidence accessed with a Tapestry log in.

The results from Tapestry are submitted to the LEA at the end of the children's Reception year.

The HOA keeps a record of formal assessment scores and the IENCO uses them to track pupil progress and highlight where there are specific problems requiring intervention. This data offers an indication of potential & progress and provides diagnostic information to inform teachers' planning and support target setting. Heads of Department in mathematics, English and science monitor progress.

The teacher receiving the children the following year uses the data to inform planning and identify pupils whose progress is a cause for concern. When such concerns are raised the school's SEND procedure is followed (see also SEND Policy).

Subject Leaders also meet termly to look at the work of particular children across all curriculum areas to monitor progress and check on continuity and overall standards. The SLT will focus from time to time, during meetings, on samples of work in a particular year group as a means of auditing standards and checking that academic policies are being followed. Feedback is minuted and followed up either at staff meetings or on an individual basis. Such feedback may be included in staff reviews or feed into the SDP.

### **Reporting to Parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work and our members of staff always speak to parents if there is any concern. All such conversations are written up on 3Sys. Pupil Planners are also used as a means of home-school communication.

#### **Parents' Meetings**

We hope that parents will contact their son or daughter's form teacher at any time when they have concerns or worry about his or her academic progress, (or any other concerns). There will be a number of occasions for informal meetings throughout the year but we will always contact parents and invite them into the school if we have a worry about their son or daughter's work.

We very much hope that parents are able to attend the formal parents' meetings which are held termly in the Pre Prep, and yearly or bi-annually in the Prep School. These occasions provide parents with the opportunity to meet all of their son or daughter's teachers, to have a detailed conversation with each of them about his or her progress and to review his or her strengths and weaknesses both objectively and positively. See **Appendix B – Parent Meetings and Reporting Structure**.

#### **Reports (Pre-Prep)**

In **Year 1 & 2** parents receive a report at the end of the Michaelmas Term comprising detailed reviews of progress in English & mathematics together with a general form teacher's report and the Assistant Head comments. Parents of children in Nursery, Kindergarten and Reception log in to Tapestry to access their report.

At the end of the summer term, a more End of Year Report, covering all subject areas is presented to parents. There is much more day to day contact between parents and teaching staff in Pre-Prep and parents are always welcome to discuss any aspect of their child's progress with the form teacher.

In Year 2 the progress reports will contain effort and standard grades. In Year 1, the progress report will contain effort grades for core subjects.

Reports for pupils in Nursery, Kindergarten and Reception are based on the Early Learning Goals using Tapestry.

#### **Reports (Prep School)**

At the end of the Michaelmas and Spring Term a progress report with effort and standard grades, linked to expected levels, is prepared and this includes an academic progress overview, individual comments from each teacher and a form tutor's report.

At Michaelmas half term an Effort Grade Sheet is completed and sent to parents. See **Appendix C – Effort Criteria Grades**.

The Summer term report for all Prep School children is more detailed and includes comments from all subjects and targets from the three core subjects – these are then transferred to the homework diaries for the start of the next school year. It also includes standardised scores for English, mathematics, NVR and VR.

*Reports are used by the teaching staff to support academic tutoring, highlighting a pupil's strengths and weaknesses, and indicating areas for development. Children can then be helped to focus on what they need to do to make progress.*

All written reports to parents are made available to parents prior to the end of term to encourage dialogue and the opportunity to discuss their child's report with staff.

## **References**

We undertake to provide honest and unbiased references for each child on request for other schools.

The majority of pupils who leave at the end of Year 6 move on to leading local day or boarding schools having successfully passed the school's entrance examination. The reference from the prep school is an essential part of the selection process. Oakwood uses the Common Transfer Form for all 11+ references. All the staff who are involved in preparing these references are highly trained and experienced. We maintain close links with the senior schools that most of our former pupils go on to attend.

## **Feedback to Pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in a consistent fashion. The Merit and Credit Awards made in Friday celebration assemblies also offer positive feedback, as well as children showing credit pieces of work to the Headteacher.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.

We recognise the value of giving the child an opportunity to improve his/her work before a mark, grade or comment is written. We try to link our marking to specific learning objectives. We identify what the child needs to do next in order to progress. Examples of good work are shown to children so that they are aware of what they need to strive for.

Form tutors analyse pupils' end of term reports and use them as a basis for academic tutorials, offering children the necessary overview of their performance and highlighting areas for development. Targets for English, science & mathematics (set by the previous teacher) are stuck into the front of the Pupil Planner each September and subsequent targets in the spring and summer terms.

## **Consistency**

The SLT (as a routine part of meetings), all subject leaders and form teachers examine examples of children's work within each subject area and Year to make judgments about the standard of the children's work. In this way all our teachers have a common understanding of the expectations in each subject.

It is each subject leader's responsibility to ensure that samples of children's work are retained to reflect the full range of ability within each subject for at least 12 months.

Each Head of Department will call a Department Meeting at least once a term to discuss aspects of teaching, learning and standards. Minutes are taken and stored in HOD folders; copies given to the Headteacher and Head of Academics.

### **Principles of Marking**

We aim to mark positively whenever possible to enhance self-esteem and confidence. Children are encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against the shared learning objectives and outcomes.

The purpose of marking is to offer each child constructive and motivating feedback on their work and to enable teachers to assess the effectiveness of their teaching, plan accordingly and assess the progress and learning of the children.

The most effective system of marking allows the child an opportunity to correct, refine or redraft a piece of work **before** a mark, grade or comment is applied. The best learning takes place when the incentive of a favourable teacher response remains.

Marking is always done as promptly as possible and, when possible, with the child present. **Queues at the teacher's desk should be avoided.**

We recognise that, as far as possible, there should be a constructive comment, precisely expressed at the end of a child's piece of work. Even critical comments should be constructive, focusing on how a child can improve performance. Use of house points, reward stickers and stamps is encouraged.

We try to explain what is good in a piece of work and offer a clear and simple target for improvement.

We believe that marking should reflect the purpose of a piece of work, and that all teachers should be aware of English. Careless and scruffy work must never be accepted.

Specific Learning Outcomes and Success Criteria for a piece of work are often useful and, in this context, work will be marked accordingly. The teacher will specify a Learning Outcome for marking and encourage the child to check a piece of work for that particular quality paying attention, amongst other things to handwriting, spelling, punctuation, paragraphing, and vocabulary. Staff will indicate if the learning objective is achieved, almost achieved or not achieved using stamps and a constructive comment. PP and PS stamps provided.

A teacher will indicate if individual pieces of work have been discussed in class; stamp provided.

We ensure our marking reflects differentiation. Where spelling is concerned, there is often little point in identifying all errors. Key words for correction, however, will be picked out and children asked to make corrections and /or record in spelling wordbooks. Small whiteboards and spelling books should be available for children to practice spellings and "experiment".

Before work is handed in for marking, it may be appropriate in some instances for pupils to self-assess their work. Teachers share learning objectives with the children at the beginning of the lesson and make it clear what their learning outcomes are. Success criteria may be provided for pupils. For fluent writers the learning objectives may be recorded at the top of a piece of work. This enables the children to know what they are aiming for and they can check their work against it.

Methods for self-assessment will differ according to specific curriculum areas or age groups, ranging from 'thumbs up' or 'thumbs down' to a happy, sad or straight face or even the traffic light system:

**Red: I did not understand**      **Amber: I partly understand**      **Green: I fully understand**

Actively involving pupils in their own learning helps them to understand how to improve.

Each subject policy refers to any marking specific to that subject.

### **Teachers must be aware of the differing needs of each pupil.**

In essence, our aims for marking are as follows:

- to define next steps for learning;
- to promote reflection by pupils on their progress;
- to inform future planning.

If marking is to be effective and of value both to ourselves and the child, it is important that we both have a participating part to play in it; marking should be a dialogue, not a monologue. If the child is not involved from the start, the chances are that the time we spend in marking their work is wasted.

It is important that when we come to mark work, we demonstrate consistency by marking for the task that was set. Marking should be sensitive to the abilities of the individual and their capacity to benefit from it. It should balance the desire to improve with the need to encourage. If we have spent considerable time in marking, then the handing back of work is where our preparations are fulfilled. The children must be given time to read our marking and be encouraged to respond to it. This response may be written or verbal, individual or a group activity, but if we ask a question, the pupils should get used to replying.

Correction of errors in a child's work is obviously at the teacher's discretion, but where corrections are made, they should be appropriate to the learning task and the pupils' age and ability.

### **Presentation Guidelines**

Pride in a high standard of presentation for all types of work is encouraged and rewarded. The following guidelines for presentation are part of the whole school marking policy. It is not possible to outline marking strategies without first setting down the guidelines for the way the children should present their work. At Oakwood School, the children are expected to work to a high standard and emphasis is placed on setting out work neatly and correctly. Throughout, there is continuity and progression in terms of marking and presentation. This is especially so in the case of presentation, as the basic skills learnt in Reception are built upon and reinforced in later years.

There are certain strategies common to presentation and marking. Materials of the highest quality are used. Loose paper is always cut on a cutter. Children do not write anything on the covers of their exercise books, there will only be their name and subject. Some subject exercise books, however, may be decorated with appropriate pictures at the beginning of the academic year as directed by members of staff. Staff should write legibly, and appropriately for the particular year group, on the whiteboard and on worksheets.

### **Presentation Guideline for the Pre-Prep Department**

#### **Kindergarten**

##### *Presentation:*

Children work on plain paper. Work is completed in a range of materials – pencil, crayons and felt tip pens.

##### *Marking:*

Marking as such does not take place, as it is felt that the children are too young and need instead a personal positive comment given orally to raise self-esteem.

## **Reception**

### *Presentation:*

Children work initially on plain paper and the teacher draws the lines (as appropriate for individuals). Work is always in pencil. Children occasionally use erasers. Half blank and half lined exercise books are introduced for guided writing in the Summer Term.

The teacher dates work in Mathematics using the short date format, for example 18.12.16. A dot may be used in mathematics to indicate a mistake. Mistakes are worked through together and a new box can be drawn for the correction.

### *Marking:*

Work is marked in pencil, pen or felt tip. Stamps, house points or stickers are awarded and a 'smiley face' may be drawn at the bottom of the work. A personal positive comment is put at the end of the piece of work (in the adopted style of handwriting) or given orally to the child.

## **Year 1**

### *Mathematics presentation and marking:*

Children work in plain books or plain paper. The teacher dates work in the short date format, for example 12.12.16. Work is always in pencil. Children may use erasers according to the teacher's discretion. Titles and sentence answers are written in the usual handwriting style, not one letter per square. Learning objectives are prepared on a sticker.

Work is marked in pencil or pen and correct answers are ticked. When the child has written the correct answer, a tick is written next to the answer. If a digit is reversed several times, the child may practise by writing it out a few times at the end of the exercise. A positive comment is put at the end of the work, written in our cursive style of handwriting. Stamps, house points, and 'smiley faces' may be awarded.

### *English presentation and marking:*

Children use A4 one page plain and one page with 15mm lined books. The following date format is used, for example Work is always in pencil and the children use erasers at the discretion of the teacher. Learning objectives are prepared on a sticker.

Working is marked in pen or pencil and answers are ticked. Positive comments are written in our adopted style of handwriting and house points, stamps, stickers or 'smiley faces' may be given. Incorrectly formed letters/joins are occasionally rewritten by the teacher at the end of work and the child practises these a few times. In free writing, words are sometimes corrected orally with the child, who is then sometimes asked to practise writing the word twice at the end of the work.

## **Year 2**

Stamps are used to show whether the pupil has achieved or is progressing towards the lesson's learning objective. Independent work and teacher/pupil discussions can be indicated using specific stamps and 'what went well and next step' stamps can be used by either the teacher or pupil.

### *Mathematics presentation and marking:*

Children work in squared books or squared paper (1cm x 1cm). Work is always in pencil and mistakes crossed out with a single line, or erasers may be used at the teacher's discretion. The children date their own work in Mathematics using the short date format, for example 18.01.16. (NB Dots are used at this stage to avoid confusion with the / looking like a number.)

Work is marked in pencil or pen and answers are ticked/annotated/commented on as appropriate. Corrections are completed, to the satisfaction of the teacher, before the next piece of work is started; corrected answers marked with a tick. If a digit is reversed several times, the child should be given specific practice in forming that digit. A personal comment should be put at the end of the piece of work and stamps, house points, stars or 'smiley faces' may be awarded. Next steps are regularly recorded by the teacher.

### *English presentation and marking:*

Children use 15 mm lined paper and work only in pencil. Erasers may be used under teacher supervision, or by the teacher for the child. The long date is used, for example Wednesday 3<sup>rd</sup> January 2017

Work is marked in pencil or pen and, if appropriate answers are ticked/or commented upon. Positive personal comments are written in a style that is clearly understandable to the child. Stamps, house points, stickers and 'smiley faces' may be given. Letters written in the wrong position on a line maybe corrected over the child's attempt. The teacher may model any incorrectly formed letters or joins at the end of the piece of work.

The teacher overwrites lower case letters at the start of a sentence in capitals, the teacher underlines the word and writes the word correctly above. If a full stop is missing, it may be inserted correctly and a circle placed around it. In free writing, some misspelt words, which the teacher feels the children should know, may be underlined and the teacher writes the word correctly above the mistake. Next steps are regularly written by the teacher.

### **Presentation Guidelines for the Prep Department Year 3 to Year 6**

- Use a *sharp* pencil for all work until a handwriting award is achieved. Mathematics and diagrams should always be completed in pencil. No ball point pens to be used.
- Write the date next to the margin on the top line and *underline using a ruler*. Leave a line. The title should then be written in the centre on the next line and underlined. (DUMTUM: **D**ate **U**nderline **M**iss a line, **T**itle **U**nderline **M**iss a line)
- Always number any questions or answers clearly in the margin.
- Write labels horizontally and clearly, drawing lines and arrows using a ruler.
- Complete any colouring neatly using coloured pencils. Do not use felt tip pens unless instructed.
- Mistakes in pencil should be rubbed out using an eraser. When you start writing in ink or with a handwriting pen, mistakes should be crossed out using a ruler.
- Where there is sufficient space left on a page, rule off after your last piece of work and start on the following line.
- Always take a pride in your work.

### **Marking Year 3 to Year 6:**

Work is marked in pen and, if appropriate answers are ticked/crossed or commented upon. Positive personal comments are written in a style that is clearly understandable to the child. Stamps, house points, stickers and 'smiley faces' may be given. Stamps are used to show whether the pupil has achieved or is progressing towards the lesson's learning objective. Independent work and teacher/pupil discussions can be indicated using specific stamps and 'what went well and next step' stamps can be used by either the teacher or pupil.

See English and Science Marking Criteria:

Appendix D - Marking Legend Poster

Appendix E - Marking Symbols

Appendix F - Marking Legends for Pupils Book

Appendix G - Science Marking Criteria

### **Homework Guidelines**

#### **Pre-Prep**

There is no formal homework set for the children in the Early Years Foundation Stage. In Year 1 we begin to introduce homework, such as a mathematics worksheet to reinforce the current topic, alongside daily reading and weekly spellings. In Year 2 we expect the children to read for twenty minutes each evening, learn weekly times tables and spellings, and occasionally carry out some research for topics being covered in lessons. This research could be to complete a worksheet or to find out further information.

## Prep School

We regard homework as an important strand of the “home-school link”. It enables parents to gain an insight into their child’s learning and feel a part of the learning process. Whilst parental support is invaluable, homework should also serve to encourage independent learning.

Homework should not become a stressful chore or prevent a child from enjoying much needed leisure and relaxation time after the school day. Parents should ensure that their children do not work for longer than the recommended time. An annual homework timetable is written in the **Pupil Planner**.

## Time Allocated – Prep School

Year 3	25 - 30 minutes Mathematics and English
Year 4	30 - 40 minutes Mathematics, English and Science
Year 5	40 - 45 minutes Mathematics, English and Science
Year 6	50 - 60 minutes Mathematics, English and Science

Children should not spend in excess of these times on their homework. If a parent is concerned that their child has been unable to complete a task, they should make a note in the Pupil Planner.

Individual reading, learning of multiplication tables, weekly spellings and French vocabulary should not necessarily be included in this time and we ask parents to sign their child’s reading record on a regular basis and encourage daily practice of both tables and spellings.

If parents feel that a child is becoming distressed by their homework, they should allow their child to stop working and make a note in the Pupil Planner.

## Expectations

All the children or teachers should write details of their homework in their **Pupil Planner**. Parents are asked to ensure their children complete their homework in a quiet environment where they can focus on their work. A high standard of presentation is expected for each piece of homework. Work in books should have an underlined title and date. Chemical eradicators are not allowed.

- Parents are asked to note down any circumstances that may have prevented their child from completing prep and initial.
- Parents are asked not to let their child struggle with their homework if they are tired or stressed.
- Parents are asked to sign their child’s Pupil Planner at the end of each week.
- Worksheets will sometimes be sent home. They should **never** arrive without a folder.
- Completed worksheets will then be added to books or pupil files to enable subsequent revision.
- Preps will have a clear objective, so that children are not overwhelmed by open-ended tasks.
- Homework is linked to classwork and included in weekly plans.
- All homework should be labelled with a clear learning objective presented in a folder or exercise book.

## Use of IT

Children may make use of IT for their homework, however they are discouraged from simply printing out information. Computers are an important learning tool and children must be encouraged to apply them sensibly, using them as a source of information or as a means of presenting work.

## Monitoring and review

Our Head of Academics is responsible for monitoring the implementation of this policy.

- APPENDIX A - Pupil Performance Overview of Assessment and Tracking (see attached)
- APPENDIX B - Parent Meetings and Report Structure (see attached)
- APPENDIX C - Effort Grade Criteria (see attached)
- APPENDIX D - Marking Legend Poster (see attached)
- APPENDIX E - Marking Symbols (see attached)
- APPENDIX F - Marking Legends for Pupils Book (see attached)
- APPENDIX G - Science Marking Guidelines (see attached)

Reviewed: January 2016	By:	Nicole Stephens Head of Academics
Reviewed: May 2017	By:	Nicole Stephens Head of Academics
Reviewed: September 2017	By:	Nicole Stephens Head of Academics
Signed:  	By:	Clare Bradbury Headteacher
Next Review Date:		September 2018