Scoill Phurt le Moirrey
Teaching & Learning Policy

Teaching & Learning Policy Aims

Our **school vision** describes our intention to encourage high aspirations for all learners, whilst developing transferable skills that will equip them for the future. In order to achieve this, it is crucial that we provide high quality teaching and learning experiences for all pupils.

All learning activities at Scoill Phurt le Moirrey should be purposeful and accessible for all learners, reflecting their skills and needs. There should be a focus on the capacity to move children on in their learning and value individual progress as well as achievement. The development of metacognition is central to school practice.

This policy aims specifically:
1. To achieve and value high levels of attainment and achievement.
2. To ensure high quality teaching and learning experiences for children of all abilities.
3. To provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
4. To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
5. To provide transparency of expectations of all staff and provide a focus for development.

The **core values** of the school are distilled from the vision into simple phrases, which are shared widely across the learning community and displayed in classrooms and around the building. They are recognised throughout every aspect of daily life in school and celebrated in weekly Celebration Assemblies and End of Year prize giving. They are used to drive learning about attitudes and relationships.
They are: **Be positive, be kind, be yourself, love learning and be respectful.**

The **Learner DNA** of the school are key words which are considered the main dispositions or habits of mind which drive academic focus in teaching and learning. They should be considered during planning and made explicit during lessons. They should be shared as a split screen focus with pupils.
They include being: **Brave, Creative, Empowered, Curious and Reflective.**

Underpinning both the core values and DNA of the school is Maslow's theory of the **hierarchy of need**, where an individual's physiological, safety, love and belonging, esteem and self actualisation needs are valued and respected. (See appendix 1). Together these values and attitudes support the ability to develop the cognitive and metacognitive skills of the **meta-learner**. (See appendix 2 for the meta-learner vision).

Scoill Phurt le Moirrey

Teaching & Learning Policy

The PLM policy for Teaching & Learning is an umbrella policy detailing the various areas required to ensure high quality teaching and learning in our school. These include:

- (1) Teaching and Learning expectations
- (2) Environments
- (3) Curriculum
- (4) Planning
- (5) Inclusion
- (6) Presentation
- (7) Marking and feedback
- (8) Assessment
- (9) Assessment for Learning (AfL)

Responsibilities

All staff (including non-teaching) are responsible for assisting with, and contributing to the aims of the policy, as outlined above.

It is the responsibility of support staff to ensure they assist key children to develop to their full potential as independently as possible.

It is the responsibility of all teachers to provide the highest quality teaching for our children, by fulfilling the requirements of this policy.

It is the responsibility of the Subject leads to monitor the quality of the area for which they are responsible, especially the impact on teaching and learning.

It is the responsibility of the Senior Leadership Team monitoring the quality of provision across the school and to identify where development is needed.

Monitoring and Evaluation

In order to evaluate, reflect and progress teaching and learning across the school, the following may take place:

- Lesson observations, learning walks and informal drop ins
- Work scrutinies
- Moderation of children's work
- Data analysis
- Pupil and cohort tracking
- Use of sonar tracker analysis
- Formal assessment analysis, such as NFER, phonics screener etc.
- Monitoring of short and medium term planning

1. Teaching expectations & Learning expectations

Aim

Scoill Phurt le Moirrey is at the beginning of the journey towards becoming a 'thinking school', which is defined as:

"… an educational community in which all members share a common commitment to giving regular careful thought to everything that takes place. This will involve both students and staff learning how to think reflectively, critically and creatively, and to employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities. Successful outcomes will be reflected in student's across a wide range of abilities demonstrating independent and co-operative learning skills, high levels of achievement and both enjoyment and satisfaction in learning. Benefits will be shown in ways in which all members of the community interact with and show consideration for each other and in the positive psychological well-being of both students and staff.' (Burden 2006)

At PLM we aim to empower children through their learning experiences, ensuring that they have the skills, tools and confidence to flourish in life.

We are working towards an explicit, evidence-informed, whole school approach to developing pupils' cognitive ability and intelligent learning behaviours. Teaching and learning is deliberately planned to enable each and every child the ability to think critically and independently and to understand how they learn best. We believe that when pupils fully understand how they think and learn they make greater progress academically and personally, grow in resilience and become more adaptable to change. Through challenge we encourage children to develop self efficacy and confidence - skills which support them as life long learners.

The benefits of this approach include**:**

- Development of skilled, independent, reflective learners
- Greater levels of motivation - for children and teachers
- Improved levels of attendance and behaviour
- More positive attitudes, learning behaviours and coping strategies
- Improved teaching and lesson quality
- Usage of a common thinking language throughout the school. (Thinking Matters, 2022)

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<u>Teaching and Learning Styles</u>

PLM is committed to developing reflective learners who ... "are not only strategic about their own thinking, but also reflect upon their learning whilst it is happening, considering the success or failure of their strategies and revising appropriately" (TM Levels of Metacognitive Learning). The 'why' and 'how' of learning is shared with pupils to provide purpose, motivation and metacognitive understanding.

In addition, we recognise that people learn in different ways and need a variety of tasks in order to remain engaged. Therefore, we ensure all lessons have a VAK (visual, auditory and kinaesthetic) element. 'Learning focus' and 'success criteria' are shared in all lessons and this terminology applied in all National Curriculum classes. Split screen objectives of learner DNA are considered and signposted to the children in all teaching and learning opportunities.

Thinking Frames are used across the curriculum as 'visual tools' based on distinctive visual patterns, which help organise thinking/ideas. The eight Thinking Frames are used to help raise student awareness of the types of thinking required to complete certain tasks. Use of the Thinking Frames helps students to plan and structure their thinking, can enable them to look into their own thinking and to see it displayed. The Thinking Frames are based on an understanding of how connections are made within the brain to aid understanding and memory, especially where words and visual images are combined.

<u>Characteristics of a good lesson - teaching and learning</u>

As part of the journey towards being a thinking school, the school has identified expectations or 'ingredients' of a good lesson. These should be detectable in the vast majority of lessons.

<u>Good teaching should include:</u> clear planning, pace and challenge, AfL, differentiation, organised classroom management, effective partnership with support staff, positive relationships, quality feedback. (This is not an exhaustive list).
<u>Good learning could consist of</u>; making progress, understanding of metacognition, positive attitudes to challenge, collaboration, skill acquisition, risk taking, positive self esteem. (This is not an exhaustive list).

For further information see Appendix 3, "Characteristics of a good lesson". This document may be used for reference during classroom learning walks or observations.

(2) Environments

Aim
The learning environment includes all spaces that are used for teaching and learning, including indoors, outdoors and the school grounds. These spaces should provide opportunities for individuality and capture moments of awe and wonder.

To achieve this aim and to maximise learning, the learning environment should;
- Be tidy, orderly and uncluttered
- Contain the correct equipment for the task
- Be motivational for the learners
- Have an appropriate noise level to the particular task in order for learners to concentrate and demonstrate learning. (This does not necessarily mean quiet!)
- Allow space to move around and clear access to water and toilets
- Meet health and safety requirements at all times
- Demonstrate respect for resources and equipment
- Be flexible to support teaching and learning
- Above all else, have an ethos where children are able to take risks and appreciate the role that mistakes have in developing learning

Displays
School display is an essential element in creating a stimulating and quality environment for learning. Our displays aim to foster pride in and respect for the school environment, to inform and share learning with others, to celebrate achievement across all ability levels and to illustrate high standards.

In classrooms & shared areas displays should;
- Be motivational and stimulating for the learners
- Be centred around the needs of the individual class
- Be a mixture of completed work for celebration and working walls which demonstrate steps in a learning journey
- Be relevant to the current learning in the classroom
- Recognise individual progress of pupils
- Relate to any area of the school curriculum

In the hall display should;
- Celebrate completed topic work (to demonstrate and share progression across the whole school)
- Be backed neatly

- Clearly labelled

Hall displays and shared area displays should be changed as each Dimensions theme changes, to reflect the previous half term's topic. Classroom displays may be 'recycled' for this purpose.

(3) Curriculum

Aim
It is our intention for the curriculum at Scoill Phurt le Moirrey to reflect our shared vision:"Be Kind, Love Learning, Show Respect, Be Yourself, Be Positive" within a culture of care and respect. We believe our pupils deserve learning experiences that are challenging, relevant, and engaging with opportunities that promote inclusivity whilst at the same time promoting a curiosity for the wider world. Through our Learner DNA; Empowered, Brave, Creative, Curious and Reflective there is a shared focus on the whole child developing as a positive, motivated, and resilient learners.

The curriculum ensure the inclusion of experiences which embrace this DNA and the rich opportunities of our local environment. Living in a small community we want our students to develop learning skills and attitudes which are appropriate for our ever-changing world and their future roles within a more global and diverse society.

The wider curriculum
We use Dimensions 'Learning Means the World' Curriculum as the main vehicle for achieving our outlined intent.

This curriculum is underpinned by four highly relevant world issues, known as the four Cs:-
Culture
Communication
Conflict
Conservation

Additionally the Competency Units explore Creativity, Commitment, Courage and Community through studies of famous local and global figures and groups of people.

There will be times when a subject needs to be taught discretely, such as RSE.

Literacy
We cultivate a love of Writing and communicating through vocabulary rich and high quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture

where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

Children will have an additional daily session for the development of reading skills, with small group, focussed guided reading/ whole class reading taking place at least once a week.

Children have regular phonics/spelling lessons; daily in KS1 and at least weekly in KS2. These lessons will be based on the Monster Phonics programme (KS1), or the English National Curriculum document for (KS2), delivery based on Classroom Secrets online materials.

Classroom environment expectations have been agreed by staff (November 2025) and can be found in the appendix of this document.

Numeracy

Children have access to a daily numeracy lesson.

Planning, teaching and learning of Numeracy will be based on the English National Curriculum using Sonar objectives, which is designed to deliver a 'maths mastery' approach. Units from the White Rose programme are used to support the delivery of the curriculum, although other programmes are encouraged to provide variety and best meet the needs of learners.

Religious Education

The curriculum for RE is the Religious Education for Manx Schools (syllabus and scheme of work) and is a statutory requirement. This should run alongside the Dimensions curriculum.

Foundation Stage

The curriculum in the Foundation Stage will directly reflect the 'Revised Early Years Foundation Stage' (2012) and in particular, the *Development Matters* section of that document. Assessment and reporting links to the current assessment practices directed by the DESC.

Parental engagement

Each Dimensions theme should include an opportunity for parental engagement sessions, which are publicised through the Curriculum information pages sent to parents/ carers before the end of the prior half term.

School Trips, Outings and Visitors

Off site learning is a high priority for our school. Each class should be offered at least one trip or expert visitor each term.

(4) Planning

Aim

At PLM the aims of planning procedures are:
- to provide a framework for the delivery of a broad and balanced curriculum
- to ensure programmes of learning which are systematic, progressive and varied
- to facilitate the delivery of the school's aims and policies
- to provide a 'whole-school' system that encourages collaborative working methods and a consistent approach across the school
- to ensure that planning is realistic and flexible and responds to needs and interests as they arise

The Planning Process

The process that should be adopted when planning is a cyclical one and is outlined below;
- identify what curricular provision is required
- identify links between subjects
- identify tasks that will support the curriculum requirement
- deliver the curriculum
- monitor and evaluate the curriculum

Planning within EYFS

Within EYFS we are working towards Curiosity Approach Accreditation and are currently developing our planning methods to be more in line with 'In the moment planning'.

The child is at the centre of the EYFS Curriculum. Practitioners prioritise quality interactions and use their knowledge of the children's interests, knowledge, skills and needs to create curious and enabling environments. Regular informal and planned professional dialogue is used to assess and plan a predominately play based curriculum.

Medium Term Planning targets gaps in learning which need to be taught and other possible lines of enquiry. All plans are working documents and practitioners are flexible and adapt plans according to children's interest, need and progress.

Characteristics of Effective `Teaching and Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically are prioritised as fundamental skills to help children develop into positive learners for life. Weekly focused 'characteristics' are clearly displayed in class to guide practitioners to effectively support children. These characteristics become the common dialogue used by practitioners and pupils.

Potential learning in the Prime Areas of 'Personal, Social and Emotional', 'Communication, Language and Literacy' and 'Physical Development' are identified to guide staff to support children in play and to plan any necessary adult led activities and / or interventions. Similar to the Characteristics, key skills are displayed each week to aid staff in supporting children.

The specific areas of 'Literacy', 'Maths', 'Understanding the World' and 'Expressive Arts and Design' also identify key skills that should be developed and / or taught.

Medium Term planning helps inform short term plans.

Short term plans highlight the Key skills within 'Characteristic Effective Teaching and Learning' that adults should model, support and celebrate within the week. Staff use 'Monster Phonics' to plan daily phonics sessions and 'White Rose Maths' to plan focused Maths sessions.

Short term plans also identify how the environment will be enhanced and any other potential whole class or adult led group teaching. These are also working documents and are adapted according to interests, need and progress.

The New 'Development Matters Guidance' is used as a working document and coverage is highlighted to ensure there are no gaps in learning and also as a guide for future planning/ teaching / support.

Written planning is not onerous as staff need time to focus on creating enabling and curious environments to ensure children are motivated, develop depth of learning and make continued progress. *The environment is recognised as the 'third teacher'*. Long-Term Planning

Planning within KS1 & 2
Long-term planning supports broad and balanced coverage of the curriculum.

The long-term planning of **writing** uses the **Ready Steady Write** curriculum programme and is mapped out on coverage and progression documents.

The long-term planning for **maths** is based on the English National Curriculum using Sonar objectives which details the year group objectives for each unit.

The long term planning for the **wider curriculum** is the **Dimensions theme cycle** which details year group themes.

Medium-Term Planning

Medium term planning should very clearly relate to long-term planning and support short-term planning. It should identify key objectives to be covered. Medium-term planning for the following areas are completed by teachers on specific PLM templates.

Medium-term planning for **maths** uses the English Maths National Curriculum Sonar website. Objectives are annotated as not yet taught, working toward, expected or greater depth to indicate delivery and understanding. It is considered a working live

document providing information for planning and assessment. The units of work are based on White Rose medium term plans.

Medium term planning for **writing** is planned on the **medium-term writing template** which identifies the Ready Steady Write unit and genre objectives and unit reflections. Opportunities to use thinking tools and split screen objectives for thinking and learning skills (Core values and Learner DNA) are included.
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Medium-term planning for the **wider curriculum** is planned on the **Dimensions Time Allocation template**. This shows activity, subject and time allocation. Opportunities to use thinking tools and split screen objectives for thinking and learning skills (Core values and Learner DNA) are included.

All medium-term planning/ reflection is submitted on the Curriculum channel on Teams.

Short-Term Planning

Short-term planning reflects medium-term planning; showing a break down of the teaching to support the objectives. Short-term planning is primarily for the teachers own benefit. This planning does not require a specific planning template however, **should consider thinking and learning skills as well as metacognitive tools**.

Learning foci and success criteria are shared with children, and Thinking and Learning skills (see PLM's Meta-Learner vision) are made explicit as a split-screen focus.

Reading, and Speaking and Listening are planned on an on-going basis using the **PLM Reading / Speaking and Listening Tracker documents**.

Planning for Observations is planned on the **PLM Lesson Observation template**.

If a teacher has a planned absence, planning is left for the cover teacher.

Example short-term planning may be requested by SLT and subject leaders for moderation and monitoring.

(5) Inclusion

Aim
Scoill Phurt le Moirrey is an inclusive school and as such, we ensure that provision is made for all children's needs. The school currently holds the status as a Centre of Excellence the 'Inclusion Quality Mark', which is a nationally recognised accreditation for inclusion.

Our cross curricular topic approach and opportunities to take learning outside the classroom environment engages all learners and caters for their varied learning styles. Children have opportunities to work individually, in pairs, small and large groups. Each individual's physical, medical, emotional, cultural, social, religious and academic needs are considered, valued and respected. Planning of all lessons and daily life around school should take into account the ability, skills and

understanding of each child using varied strategies to support, consolidate and extend learning. We believe this holistic approach will help our children to develop the skills needed to be responsible citizens.

See the Inclusion Policy for further information.

(6) Presentation

Aim

At PLM we believe that presentation is an important aspect of children's learning. The quality of presentation reflects pupils' organisation skills and their appreciation of high personal standards. It reflects the pride and care they have taken over a piece of learning and a recognition of the needs of the reader, reflecting the core value of respect.

Pupils are provided with opportunities to experiment with presentation and make choices about the appropriateness of different formats. Pupils *are* encouraged to set out their work in a systematic and legible format. Informal jottings by pupils may be less neat and tidy than a poster or piece of written learning intended for a wider, public audience. Guidelines for presentation are detailed below.
(Examples can be seen in Appendix 4.)

Maths and Science Learning
• short date top left
• leave a line
• left justified learning focus
• leave a line before starting work
• one digit per box (in KS1, or as appropriate for the pupil's need)
• clear break between each question
• question number at left in a circle, leave one square before writing
• use a ruler to draw straight lines for charts, number-lines, etc
• diagrams, etc to be labelled with horizontal print
• all work to be in pencil
• mistakes crossed out with a single line

- leave some lines and rule off at the end of a piece of work

Writing based Learning
- short date top left
- leave a line
- left justified title/learning focus
- leave a line before starting work

- start writing at left and write to the end of the line
- line break before new paragraph
- mistakes crossed out with a single line
- leave a line break before starting new work

At the beginning of every academic year, children should be explicitly reminded of the expectations for presentation.

Exercise books and folders should be kept in a tidy manner and be well presented.

Home-school diaries may be backed to allow for personalisation and ease of identification.

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(7) <u>Marking and feedback</u>

This marking and feedback policy is underpinned by research from the Education Endowment Fund and other researchers.

Aim
Feedback is used at PLM to:
- **highlight progress and achievement**
- **provide children with the next steps of their learning to move learning forward**
- **address any misconceptions**
- **monitor progress and evaluate learning**
- **empower children to take responsibility of their own learning**
- **motivate children**

At PLM, we believe that the most effective form of feedback happens in the moment, where the child is present. For this reason, most of the marking will happen in lessons with the children.

We ensure a consistent and supportive approach to feedback across all levels of the school. Whether delivered to the whole class, specific groups, or individual children, feedback is a vital part of our teaching and learning process. Before providing feedback, teachers prioritise high-quality teaching to lay a strong foundation for understanding and growth. We employ effective formative assessment strategies to inform our feedback, ensuring that it is targeted and meaningful.

At PLM there is an expectation that feedback must:
- **be appropriately timed**
- **be relevant and concise**
- **be clearly understood by the children**
- **reflect on the process and effort involved in learning and not just the knowledge or outcome achieved**
- **encourage motivation and self confidence**

For feedback to be truly effective, children must understand why it is provided and how it can benefit their learning journey. We recognise that feedback is most valuable when it is actively utilised by children. **It is imperative that children are given the time and opportunity to use the feedback given so that it moves learning forward and impacts future work that they will undertake. <u>Opportunities for reflection/ action on feedback should be planned for in all lessons.</u>**
(Suggestions for methods are included in appendix 10)

All adults working with children are expected to provide feedback in accordance with this policy, fostering a collaborative and cohesive approach to supporting children's progress and achievement.

Types of Feedback at Scoill Phurt le Moirrey
The method and timing of feedback delivery are determined by the professional judgment of the teacher, based on individual needs within a class.

Live Marking - This is the process of providing immediate feedback to children on their work during classroom activities. This involves the teacher actively engaging with children's work as they complete tasks, offering guidance, corrections, and praise in real-time to support their learning progress.

Verbal Feedback - Verbal feedback is spoken communication between the teacher and child. It provides immediate feedback to highlight strengths, address areas for improvement and offers specific suggestions for progress. It is used to provide personalised support and encouragement in real-time.

Whole Class Feedback - This is provided by the teacher to the entire class based on common trends or misconceptions observed in their work. This can be done verbally or displayed. It is used to encourage reflection and promotes collective improvement.

Written Feedback - These are an important part of feedback and are used to support and promote learning. The type of written feedback will vary subject to subject. Sufficient time should be given following written feedback to allow children time to respond meaningfully.

Self Assessment - This allows children to reflect on their own learning, skills and progress, and encourages them to think about their strengths, areas for improvement and goals. Self assessment is used to empower children to take ownership of their learning journey by evaluating their work against the Learning Focus and Success Criteria. Children are encouraged to use the Learning Pit Faces at the end of a piece of work for self assessment.

I am in the Pit, I am **on my learning journey.**
I can't do it ... **YET!**

I am nearly out of the Pit, I am **on my learning journey.**
I have nearly got it, I just **need more practise!**

I am out of the Pit, I have **got it!**
I am ready for my **next step on my learning journey.**

Peer Assessment - Peer assessment allows children to evaluate the work of their classmates against the the Learning Focus and Success Criteria. It celebrates, and provides feedback and constructive suggestions to help each other improve their learning and achievements.

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<u>Written Feedback</u>

Any written feedback uses the below codes, symbols and highlighting which are clearly understood by all children. At PLM we use pink for achieved and green for developing. This links to glow and grow feedback (see appendix)

	Code	How it is used	Code	How it is used
Daily	Pink highlight	The LF is highlighted in pink to show that the learning focus has been achieved. Any exceptional examples of work which meets the LF may also be highlighted in this colour.	Green highlight	The LF is highlighted in green to show that the learning focus is still developing. Green highlighting within work may be used to prompt a child on where they can improve their work.
When Necessary	Comments in pink	If the teacher deems it necessary, comments in pink can be given to highlight what is being done well.	Comments in green	If the teacher deems it necessary, comments in green can be given to highlight things to be improved.
	✔	A pink tick shows that the work has been checked and is correct. At the end of an extended piece of work, a tick is followed by words or phrases to show which specific parts of learning have been achieved.	➜	A green arrow, followed by words or phrases, is used at the end of an extended piece of work to provide next steps in learning.
	SA	Self assessed. To be written at the top of a piece of work. Any written feedback / targets will be written at the end of the piece of work in a coloured pencil.	PA	Peer-assessed. To be written at the top of a piece of work followed by the name of the child completing the feedback. Any written feedback / targets will be written at the end of the piece of work in a coloured pencil.
	Green underline	Known words, using the teacher's discretion, spelt incorrectly will be underlined in green. The correct spelling will then be written in the margin for the child to practise.	Stamps	Stamps in pink or green may be used to provide instant feedback.

Other codes may be agreed within individual classes.
See Appendix * for written feedback examples.

(8) **Assessment**

Aim

At Scoill Phurt le Moirrey we aim for children to have high aspirations for themselves and to develop their understanding of learning to learn. By incorporating ongoing assessment into our teaching routines, we establish and continually review strengths and areas for development. This allows us to support children in understanding and identifying next steps in their learning journeys, thereby raising progress and attainment of learning.

To achieve this aim we;
• plan work which is appropriate and ensures progress and challenge;
• monitor the progress children make;
• plan for resources to be targeted precisely at areas which support whole-school improvement;
• evaluate the effectiveness of curriculum delivery;
• involve children in their learning and progress;
• establish children's strengths and areas for development;

Formative Assessment

In the main, teacher assessment should be classroom-based and form an integral part of the daily routine. This level of assessment will include observing children, talking to them and asking challenging questions, marking work, plenaries, "show-me" activities and a range of other AfL techniques. Learning focus and success criteria should be clearly stated to allow pupils to relate their learning to specific outcomes or skills. This information should be used by teachers to monitor progress and plan work which is appropriate and challenging. (See appendix 5 to review the teaching and assessment cycle.)

Summative assessment

Children working on National Curriculum should be assessed for Speaking and Listening, Reading, Writing, Numeracy and Science at the end of each school year, for submission to the DESC. This is in the form of levels and sub-levels.

Foundation Stage:

For children in the Foundation Stage ongoing assessments are kept for the EYFS prime and specific areas. Rather than carrying out a formal Baseline Assessment in Autumn 1, Early Year's practitioners utilise their time with the children to form positive relationships and prioritise quality interactions to get to know and understand each child. A range of perspectives is also used: the children, pre-school practitioners, parents and carers and any other significant adults to identify interests, needs, abilities and potential.

By the end of the first half term, the teacher is equipped to share an on entry assessment identifying those children who should meet their ELGs / GLD. Those who may need to be monitored closely and may require specific support in key areas are also identified. Observation Checklists are also used to identify any child who may require significant or specialised support.

Regular informal and planned professional dialogue is embedded in EYFS practice, enabling adults to continuously reflect on children's knowledge, skills and understanding. Assessment is predominately based on practitioner's professional judgement. These judgements inform practitioners planning for a predominately Play-Based Curriculum with high quality interactions and curious environments where quality teachable moments take place. They also enable adults to effectively support progress through Guided learning and Direct teaching to support children's development across all areas.

Towards the end of the school year, practitioners highlight the children who have met their Early Learning Goal and are at the expected level (2) for the end of Reception. Those who have not yet met their ELG are identified as 'Developing' (1). Children who have achieved ELG in the Prime Areas of Learning: Personal, Social and Emotional Development, Physical Development, Communication and Language development and in the Specific areas of Literacy and Mathematics are recognised as achieving G.L.D: Good Level of Development. In line with the rest of the school, any children with additional needs will have been identified and will have targeted support to ensure continued progress into Year 1.

Specialist Provision Centre:
In the SPC assessment is based on IEPs and may consist of EYFS, B-Squared or National Curriculum as appropriate to the individual child and in line with mainstream classes.

National Curriculum Classes (Generally Y1 - 6):
For children working within the National Curriculum, levels and sub-levels should be kept for Speaking and Listening, Reading, Writing, Numeracy and Science.

Cognitive Abilities Test
The Cognitive Abilities Test is also used to support the school in understanding children's abilities and likely academic potential. Results from CAT4 may be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students.The CAT4 batteries assess: reasoning with words; reasoning with numbers; reasoning with shapes and designs; thinking with and mentally manipulating precise shapes.The set of four scores obtained from assessment with CAT4 provides a profile of a student's abilities, as well as providing an overall summary score of their reasoning abilities across the four areas. All

children from Year 3 to Year 6 will have a valid CAT4 score. These scores will be reassessed in Year 3 and Year 5.

Recording
Teachers may record ongoing formative assessment of core subjects using their own class spreadsheets or documents. The information from these documents should be transferred to Arbor, as stipulated by the DESC. (Currently twice a year; in the first and final term of each academic year.)

Numeracy Assessment
Sonar tracker is used to assess and record key numeracy objectives, on an ongoing formative basis. This information informs future planning and achievement of individuals and cohorts. Summative data is prepared on termly basis using this software and used to inform pupil progress meetings, which take place throughout the year.

Literacy Assessment
Writing is assessed half termly through sustained writing pieces, using the English National Curriculum Sonar objectives. A secure best fit from these pieces is used to ascertain the summative level at the end of an academic year.
Reading is assessed on an ongoing basis using the English National Curriculum Sonar objective descriptors and through NFER assessments. Benchmarking can be used to confirm teacher judgement as required.

Speaking & Listening is formatively assessed on an ongoing basis using the Monster Phonics programme materials. Phonics is assessed summatively at the end of Year 1 using the UK Phonics screener document.

Science is tracked and assessed using the English Science National Curriculum based on Sonar objectives.

Reporting
Classroom-based assessment provides valuable information about any pupil. There are times when it is appropriate to share the results of this assessment with others. These may include the child or children involved, parents or carers, other teachers, agencies not based in school (eg. SNPS, physiotherapists etc.) and the DESC. When sharing information, it is important that the needs of the individual are given primary importance and that information is handled sensitively and professionally and in line with the school Data Protection Policy and guidelines.

Opportunities are provided bi-annually for teachers to communicate with parents about their child(ren)'s progress at Parents' Evening meetings. An annual report is also sent home towards the end of the school year. If a child leaves the school

before the end of year 6 to attend another primary school, handover information is passed on, using the template provided for that purpose.

Equal Opportunities

It is important that it is made clear exactly what is being assessed. Issues of gender, race or Additional Needs should not prejudice assessments and pre-conceptions must be guarded against, when performing assessments.

(9) Assessment for Learning (AfL)

Aims

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where pupils are in their learning, where they need to go next, and how best to get them there. It is recognised as being an intrinsic element of teaching and learning at Scoill Phurt le Moirrey, fundamental in our commitment to raising progress and attainment as well as self efficacy and regulation. The children are empowered to reflect upon their own learning and personal development.

To achieve this aim we:
- communicate expectations in AfL within our school, using the learning, teaching and assessment cycle (Appendix 5)
- are working towards consistency in AfL practise across the school
- ensure that assessment informs future learning and teaching
- ensure that AfL practices include reflection on academic progress as well as reflection on attitudes towards learning (Learner DNA)

Guidance for AfL at PLM

The agreed terminology of **Learning focus and Success Criteria** will be used throughout all National curriculum classes, with Foundation Stage using relevant pictorial representation/ terminology for each phrase.

The Learning Focus (L.F.) for a lesson will be communicated verbally and/or clearly displayed.

L.F.s should be presented in language that the pupils understand and constantly referred to throughout the lesson. A learning foci should be context free i.e. separate from activity instructions. Pupils should also be made aware of the purpose for the focus.

Success Criteria (S.C)demonstrate to pupils how to recognise and achieve the learning focus. They empower pupils and encourage independent learning. They can be applied in three different ways:
- Step-by-step method

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- Menu method
- Levelled method

Refer to appendix 6 for examples of AfL techniques and appendix 7 for explanations of different types of s.c. with example for each of these methods.

 In all instances **Success Criteria should:**
- be linked to the learning focus
- be specific to an activity/activities

- be discussed, agreed and, where possible, generated with pupils
- provide a scaffold for pupils whilst engaged in the activity
- be a reference for teacher and pupils when assessing the learning,
  helping to identify next steps and inform planning

As part of the Learning, Teaching and Assessment cycle, learning should be assessed in a formative manner by the teacher and, whenever possible, using **self or peer assessment** by the pupil. Self and peer assessment should:
- use the success criteria of the lesson to judge progress and attainment.
- provide an opportunity for critical feedback.
- generate the next set of targets to continue progress for learning.

Teachers are encouraged to involve the children in this reflective learning process using other methods such as self reflective 'stretch zones' or the 'Learning Pit' (James Nottingham). (See appendix 8) This can be at a whole class and/or individual level referring to classroom displays, 'pit trays' and/ or 'pit faces' in books. (See appendix 9)

To support all of the preceding points as part of the Learning, Teaching and Assessment cycle, **questioning** should be used to:
   - manage and organise pupils behaviour
      - find out what pupils know
      - stimulate interest in a topic
      - focus on an issue or topic
      - structure a task for maximum learning
      - identify and/or diagnose difficulties or misconceptions in learning
      - to stimulate pupils to ask their own questions
      - to give pupils opportunities to assimilate, reflect and learn
        through discussion

<u>Appendix</u>

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Appendix 1: **Maslow's Hierarchy of Need**
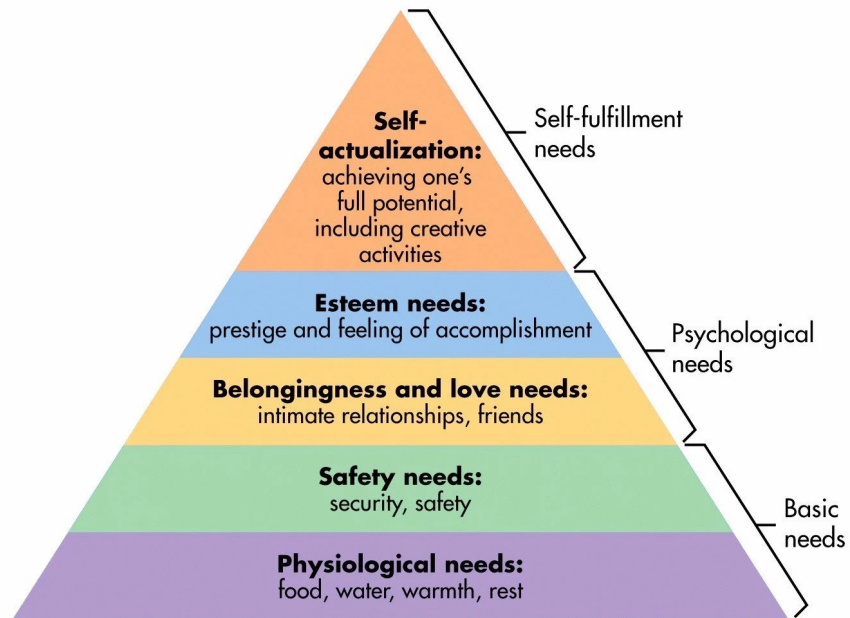
Appendix 2: **Meta-learner vision target**
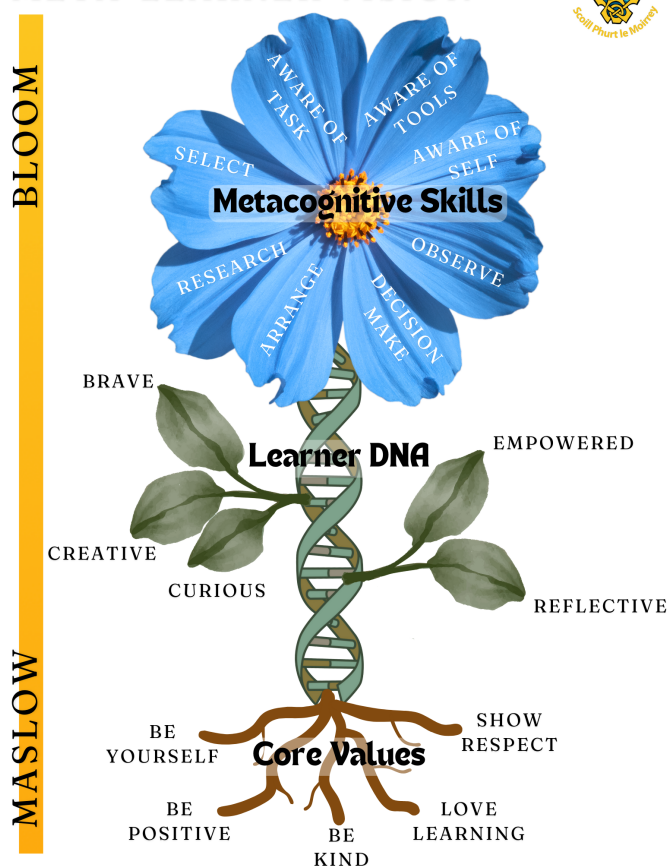
Appendix 3: **Characteristics of a good lesson**

Stage of lesson	Teaching and assessment for learning activities	Fundamentals Behaviour for Learning
Arrival	Teacher is there at the classroom entrance and ready to greet the children. A pre-starter activity is ready for children to engage with whilst waiting for others to arrive if necessary.	Relationships - the teacher is friendly and welcoming and models respect at all times.
Starter Activity	Short, engaging and if possible, linked to the main learning of the lesson.	Pupils respect their teacher and feel safe, supported and positive.
Learning Foci	Knowledge, understanding and skill- ie split screen Core Values / DNA/ Thinking skills are planned and shared with pupils in all lessons. Shared orally or written and displayed in language the children understand. LF are referred to throughout the lesson (not just at the start). Learning intentions should be about the learning, not the doing.	Additional adults are clearly directed to support learning. They are clear about who they are supporting and why. Planning is shared in advance. Routines and expectations are taught and followed each lesson.
Success criteria	All pupils are clear about how they will achieve the learning intention. Success criteria are displayed for pupils to follow or drawn up with the pupils "steps to success'. Planning includes success criteria for each learning intention. Children use success criteria to self assess their own or their partner's work. Children are reminded of the success criteria during the lesson.	Calm and orderly entrance/exit. Name and praise is used promote and reward positive behaviour and learning. School behaviour and reward system is used. A growth mindset ethos pervades every classroom and learning activity.
Activities	Teacher has excellent subject knowledge and conveys an enthusiasm for the subject/topic. Activities have PVC *pace, variety* and *challenge*. They offer visual, auditory and kinaesthetic opportunities and where possible, an element of choice. ICT is used as a learning tool. Resources are readily to hand and in good condition. Mini plenaries are used during the lesson. Pupils receive and use feedback. Children are encouraged to share their thinking and learning. Open questioning is used to probe and deepen thinking and understanding. Good AfL techniques are embedded in activities. Thinking tools are used to scaffold learning.	Learning is chunked into manageable steps for children. Pupils are clear about what they need to do and why they are doing it. They are able to make links with their learning to other subjects and to their targets. Adequate preparation has taken place.
Differentia-tion	All learners are challenged appropriately. Differentiation may come through the success criteria, activities, resources etc. Planning shows differentiation.	Pupils are actively engaged during all parts of the lesson. Teachers take into account children's concentration span and ensure children are not sitting passively for long periods.
Plenary	Final plenary involves all pupils. It is related to the learning foci. It encourages pupils to reflect on or apply their own learning. The plenary is used to gauge individual pupil's progress and influences the next lesson. Pupils should know something at the end of the lesson they didn't know at the start. Tools for metacognitive self reflection are used eg. pits /pit trays/ pit faces.	Use visual clues e.g. traffic lights and 'next steps' marking. Pupils are given time to think, talk, share, explain. Pupils enjoy what they are doing. Pupils welcome challenge.
Feedback	Feedback is constructive - based on learning intentions and how to move the learning on. Live, verbal and written feedback should be used as appropriate to pupils and lesson contexts. Pupils are given opportunities to respond to feedback in all lessons.	Pupils respond positively to feedback.

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Appendix 4: **Presentation**

How to present your Maths

Does your Maths learning look like this page?

1. Short date in the top left
2. Leave a line.
3. Learning Focus to the left
4. Leave a line before starting
5. Question number at the left in a circle
6. **How will you space your learning on the page?**

REMEMBER :

- **One digit per square.**
- A clear break between each question, space is good!
- Always write in pencil!
- Any and ALL lines to be drawn with a ruler.
- Diagrams to be labelled with horizontal text.
- If you make a mistake **cross out with a single line.**
- Leave lines and rule off at the end before starting a new learning focus.

2.2.17

Learning Focus: adding single-digit numbers

① 3 + 2 = 5
② 6 + 1 = 7
③ 4 + 3 = 7
④ 5 + 4 = 9
⑤ 8 + 6 = 1 4

How to present your Writing

Does your written learning look like this page?

1. **Short date** in the top left.
2. Leave a line.
3. Learning Focus or title to the left.
4. Start writing at the left (margin) and continue until the end of the line, returning to the margin each time.
5. Leave a line break before each paragraph.

REMEMBER :

- Any and ALL lines to be drawn with a ruler.
- **If you make a mistake cross out with a single line.**
- Always **use your best joined up handwriting** whenever you can.
- Leave lines and rule off at the end before starting a new learning focus.

2.2.17

Learning Focus: recounting my Summer holiday

It was a hot sunny day so we all went to the beach. We made a picnic and took our bucket and spades.

When we got there I made an enormous sandcastle and decorated it with shells and seaweed. It was great fun!

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Appendix 5: **The learning, teaching and assessment learning cycle**
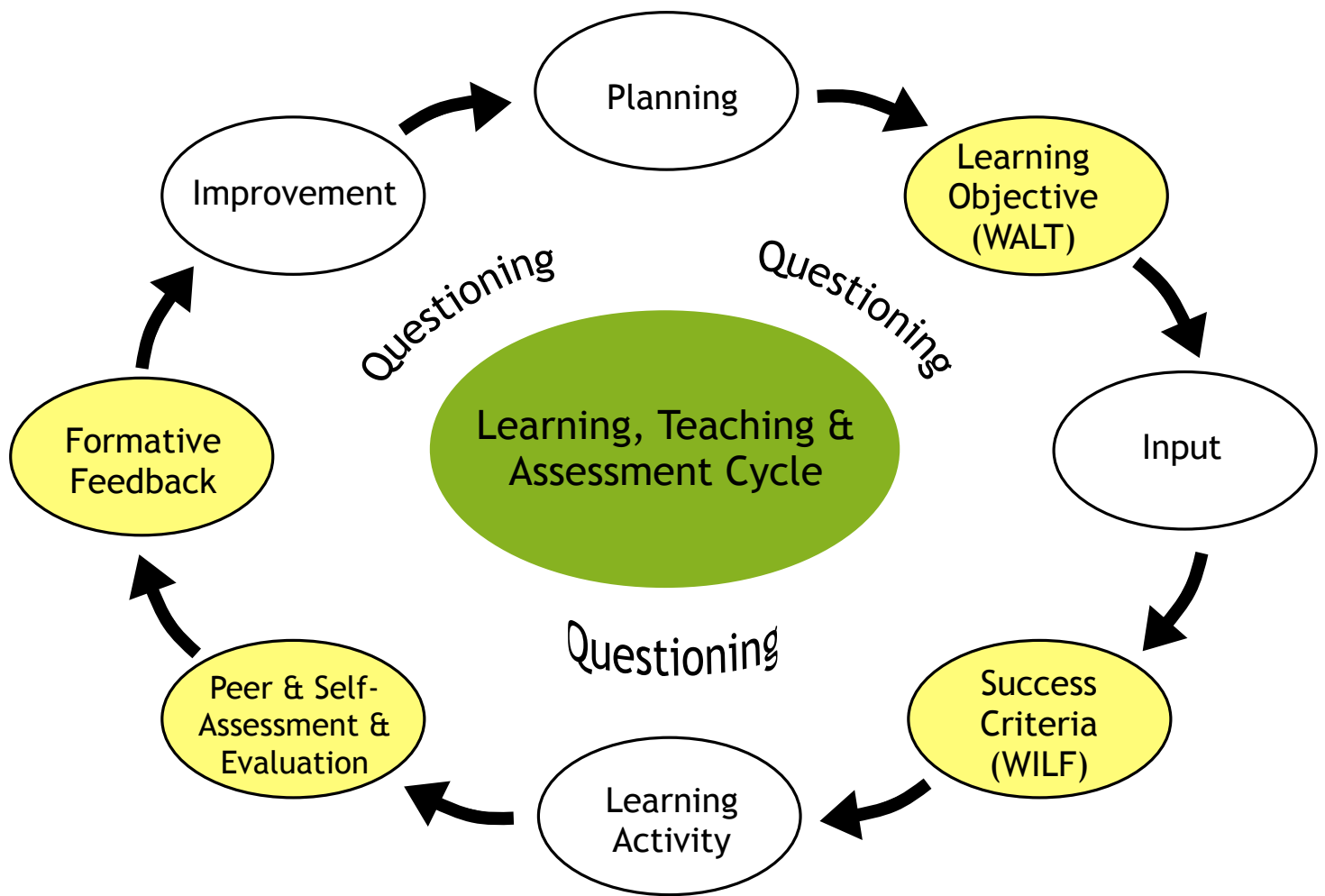
Appendix 6: **AfL Techniques**

Assessment For Learning

Strategy	Evidence
Setting Learning In Context	Lesson objective clearly explained. Differentiated success criteria are set. Instructions laid out for the activity.

Strategy	Evidence
Rich Questioning	Hands down. Pause for thought. Talk partners / group work. Children comment on answers. A range of lower and higher order questioning.

Strategy	Evidence
Responding To Learning	Identifying misconceptions. Assessment approaches e.g. 'Show me', 'Mini whiteboards', 'Right or wrong', 'Thumbs', 'Fingers'. Timing – good pace. Teacher engages with a range of children. Thinking skills strategies i.e. mind maps.

Strategy	Evidence
Engaging Children In Assessment Process	Mini plenaries. Response to Green4Growth challenges. Self and peer assessment.

Strategy	Evidence
Effective Feedback and Marking.	Feedback linked to L.O. and success criteria. Green4Growth activities. Oral feedback.

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Appendix 7: **LF and SC methods and examples**

Menu method

L.F.: calculate the passing of time in five-minute intervals	L.F. to calculate the area of triangles
•count from the minute hand •stop where the minute hand finishes •count in fives •go clockwise	•identify and measure the base and height •multiply the base by the height and divide by two •record the units in squares

Closed Success Criteria
Compulsory list of ingredients
Step by step
Chronological
Easy to create
Outcome:
Ensures success criteria are met
Often ensures quality

Levelled method

L.F.: to present an argument	L.F. to write an autobiography
•include opening and closing statements •give reasons for and against •use evidence to support •use language to persuade	•use first person •include your feelings •add complex sentences •an introductionn that hooks the reader

Closed Success Criteria
Elements which help the learner progress
List
No order
Consist of skills, knowledge already learnt
Outcome:
Usually ensures meaningful success
Quality not assured

Step-by-step method

	L.F.: to know about the structure of the Earth
Must Should Could	Name the layers and sequence them in the correct order Describe the characteristics of each layer Compare and contrast their characteristics
	L.F.: work out meaning using clues
All Most Some	Explain what words mean Explore alternative meanings Evaluate words to work out the writers' intention

Closed Success Criteria
Different levels of challenge
Pupils self-choose
Uses Bloom's Taxonomy
Outcome:
Success easily achieved
Quality not encouraged for all

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Appendix 8: **Stretch Zones / The Learning Pit**
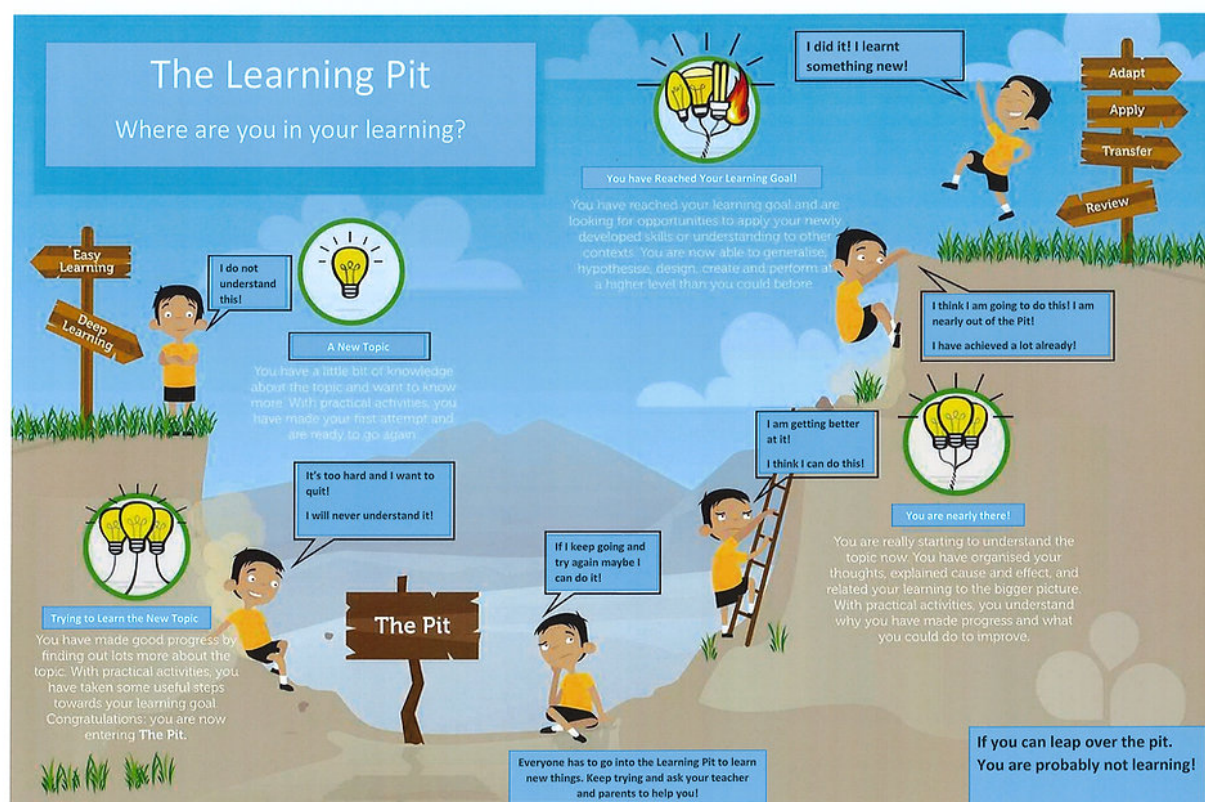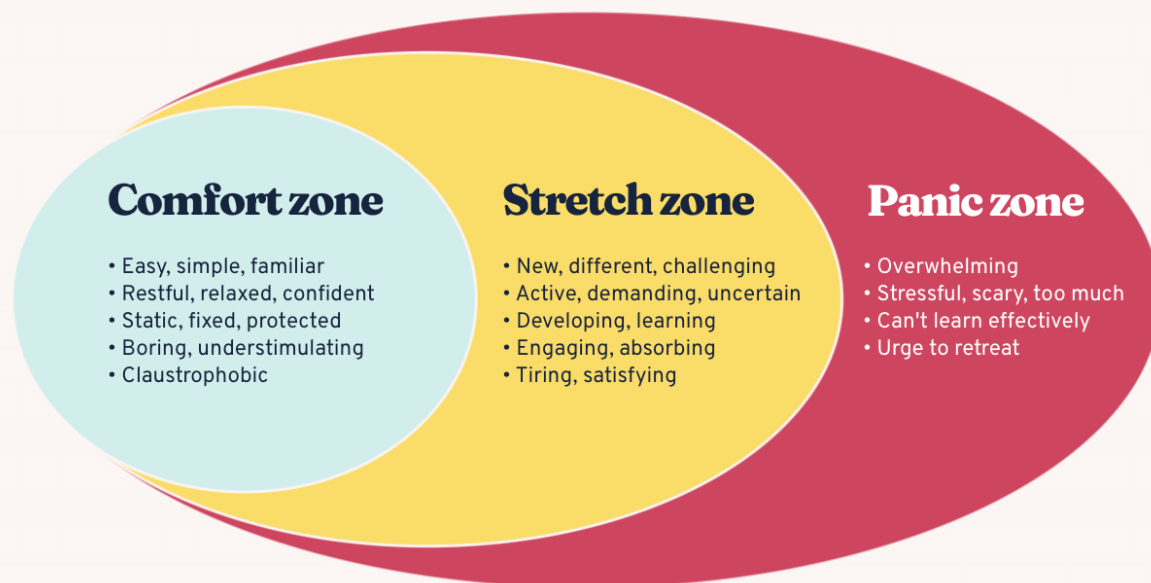
Appendix 9 : **Pit Faces**

🔵 ?	I am in the Pit, I am **on my learning journey.** I can't do it … **YET!**
🟠	I am nearly out of the Pit, I am **on my learning journey.** I have nearly got it, I just **need more practise!**
🟢	I am out of the Pit, I have **got it!** I am ready for my **next step on my learning journey.**

Appendix 10 : **Suggested methods for pupil reflection on feedback**

1. **Glow** and **Grow** - a tool for verbal or written reflection and feedback. It provides a framework for both positive feedback and areas for improvement, encouraging a growth mindset, empowering students to view challenges as opportunities for improvement. It has two parts:

Glow: Highlights the student's strengths, achievements, or things they have done well. (Written comments in pink for both pupil and teacher).

Grow: Identifies areas for improvement and offers actionable suggestions to help students develop their skills further. (Written comments in green for both pupil and teacher). These suggestions should be acted upon by the pupil.

This can be used for self, peer and teacher feedback and is *an agreed whole school approach.*

2. Use of the **Reflective Lens within Thinking Frames** to deepen responses (using the Q-Matrix to scaffold questions). These reflective questions should be acted upon by the pupil.

3. Self and peer assessment against agreed **success criteria 'checklists'.** These suggestions should be acted upon by the pupil.

4. Live and verbal feedback - empowering the correction of own mistakes/ improvement of own work, through whole class discussion enabled using **visualisers**.

5. Written feedback responds to LF/SC but also clarifies/ deepens understanding through **a probing question** to which the pupil will respond.

6. **'Seek and destroy'** the errors: Teacher indicates where a mistake has been made, the pupil finds it and corrects it.

7. **'Detective'**: As above but teacher indicates where an improvement could be made, the pupil finds it and improves it eg: use of powerful language.

8. Highlight a section of written work and **pose a deepening question** linked to SC. This question should be responded to by the pupil.

9. **Pupils highlight/ circle areas** of strength or areas of challenge (linked to the SC.)

10. **WWW (what works well) EBI (even better if)** - a tool for feedback(self, peer, adult) which then requires an action to be taken by the pupil for the EBI comment.

Appendix 11 : **Classroom expectations for writing - Literacy Counts**

Literacy Counts Classroom Expectations
Ready Steady Write

As a staff we have agreed the following systems will be implemented in all classrooms to establish practise and use of the key elements of Literacy Counts. This document provides clarity in writing expectations across the school. It supports maintaining high standards by embedding environmental prompts and approaches and consistency in writing development in every classroom. These elements are referred to by teachers and understood by children.

Class Room Environment	Classroom
	Enticing reading areas which include a range of genre grouped and organised
	Tabletop / in books GPC Phonics Phase Mats Common Exception Words Word List Words Sentence Accuracy Checkers

Working Wall / display

Should –
GPC Phonic Phase Posters
Sentence Accuracy Checkers
Word Lists appropriate to the unit
Gathered vocabulary
Symbols for the teaching sequence (immerse, analyse, plan, write)
Example text
Shared and Modelled Writing (could be on a washing line)
Writer's Knowledge (Wise Owl)
Vocabulary work
Language features that relate to the genre being taught

Could –

Modelled Daily Sentence Accuracy work
Grammar work

November 2025