# St Peter's School

# Teaching, Learning and Assessment Handbook 2021

# Teaching, Learning and Assessment Handbook

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|---|---|
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## Rationale

At St Peter we want the children to learn through an engaging, broad and balanced curriculum, building on skills and knowledge they develop as they move through the school. Achievement at St Peter is as broad as it can be, to reflect the individuality of all our pupils. When pupils leave KS2, we aim for them to have the confidence, resilience and increasing maturity to deal with whatever is next in their lives. We expect them to have developed:

- A love of reading
- A thirst to enquire, ask questions and find out
- Positive relationships
- Good behaviour
- An ability to problem-solve both within and outside the curriculum
- Key Maths and English skills to prepare them for the next phase in their learning journey.

## Curriculum

**Communication, Language and Literacy**

At St Peter, we believe that reading, writing and communication skills are fundamental in ensuring that children are equipped for everyday life. Therefore, these skills are taught in discrete lessons but also throughout all aspects of the curriculum. The curriculum includes:

| Subject | Purpose | Frequency (a guide – needs led) |
|---------|---------|--------------------------------|
| Phonics (Foundation and KS1) | To develop a solid understanding of the different sounds which make up words, to be used as a reading strategy | Daily |
| Guided Reading | To develop reading fluency, comprehension and inference skills and foster a love of reading | Year group specific as per pathway to literacy. |
| Literacy | To develop an awareness of different genres through reading, writing and speaking and listening skills | Daily |
| Grammar / punctuation and spelling | To develop grammar, punctuation and spelling skills | Weekly |
| Handwriting | To develop a consistent, legible and joined style. | Weekly |

**Mathematics:**

The teaching of Mathematics at St Peter is structured to promote the following:

- Development of key skills to ensure that all pupils can recall and apply knowledge

quickly and accurately
- Opportunities to solve problems across all areas of the curriculum
- Opportunities for children to reason and communicate their mathematical ideas.

**The Curriculum**
We believe that an enriched curriculum is essential in acquiring a passion for learning. We are revisiting planning to provide progression of skill as well as sufficient coverage. We are increasingly focusing on local history and geography and we prioritise learning beyond the classroom. Long term plans are on google drive.

**Computing**
The Computing curriculum is taught discreetly where necessary and cross-curricular links are made wherever possible.  The strands taught are:
- Digital literacy
- Computing
- ICT.

A small number of iPads across the school allows technology to be used to support individual children to achieve.

**Modern Foreign Languages: French**
Pupils in Y3-Y6 learn French as their Modern Foreign Language.  The emphasis on these lessons is to develop vocabulary, begin to formulate sentences orally and in writing and deepen their understanding of the world. We have a specialist French teacher to teach French in KS2. Lessons are taught for 30 minutes per week in Y3 and Y4 and for one hour per week in Y5 and Y6.  The school uses Salut Jersey to teach the Jersey curriculum requirements.  The French Experience is delivered in Y5. Children in KS1 are exposed to French vocabulary through songs and rhymes.

**Enriching the Curriculum (Restricted by Covid-19 from/during 2021?)**
We aim to enrich the curriculum with memorable learning, experiences, including educational visits, outdoor learning opportunities, themed weeks, music concerts, workshops, visiting artists and other hands-on learning experiences.  Each class will provide an off-site visit at least once a term.  Residential trips follow a progressive pattern so that children build up to a week-long trip by Year 6.  Arrangements for 2021-2 are dependent on Government guidelines.

## Quality First Teaching

The most important purpose of teaching is to raise pupils' achievement. As part of our whole school monitoring systems, we consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. We evaluate activities both within and outside the classroom. We also evaluate intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.

When evaluating the quality of teaching in the school, we will consider the extent to which:

- The teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum.
- Teachers have consistently high expectations of pupils.
- Teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions.
- Reading, writing, communication and mathematics are well taught.
- Teachers and other adults create a positive climate for learning in which pupils are interested and engaged.
- Marking and constructive feedback from teachers contributes to pupils' learning.
- Teaching strategies, including setting appropriate homework, together with support and intervention, match individual needs.

### Planning and Record Keeping

- It is important to note that planning should remain organic, constantly evolving with the needs of the class.
- Planning is completed using the 2014 Jersey Curriculum. All topics have been chosen in line with the requirements set out, employing cross-curricular techniques where appropriate.
- Monitoring is conducted on a rolling programme.

### Planning and Delivery

All lessons are effectively planned with a clear outcome at the end (see learning journey material within this section), each lesson building up to this point. All lessons have a clear learning question or intention and often, success criteria / steps to success which are shared with the pupils at different points within the lesson. Learning questions, where appropriate, are referred to throughout the session.

Delivery of lessons are made up of a variety of different strategies: guided (focus) groups, shared learning, modelling (all learning should be modelled), paired learning, group learning, independent learning and whole class teaching. It is important to note that not all strategies will be used in one lesson, careful planning of lessons will determine which are the best strategies to use to fulfil the learning focus. A defined focus for the teacher during independent learning activities is planned for; moving between groups or working with a focus group to support and extend learning.

# Teaching and Learning

### The Learning Journey

At St Peter, our aim is to provide Quality First Teaching enabling pupils to achieve their full potential. It is only when they fully understand what they are learning, why they are learning it and how they are going to achieve it, that they will be successful learners. Developing a learning journey approach will provide pupils to do this.

Objectives must be clear to children. They all must know what they are learning and why they are learning it. They also need to see the point of the objectives in the bigger picture; that is, how they relate to the last lesson's learning, the course they are following and the big overall goal. This requires teachers to have fully explained the objectives in context, the students have engaged with them and can explain them.

*'If learning is to be enhanced it has to be rich, based upon a continuum: a journey with multiple endings. Along this journey the learner needs to know where they are and more importantly where they are going and how they get there.'*

*David Spendlove, Putting Assessment for Learning into Practice*

## Learning Questions

At St Peter, we believe that consistency is key in ensuring Quality First Teaching and high standards for all. Lesson Objectives are phrased as Learning Questions which are well phrased with learning, encapsulated, not activity/task. It is supported where appropriate by success criteria, which may be differentiated according to need, allowing pupils to self-assess their learning. Pupils are sometimes required to evidence their success criteria to ensure their learning is successful.

## Language Bank for Learning Questions

| Knowledge | Understanding | Skills |
|---|---|---|
| <ul><li>Label</li><li>Name</li><li>Define</li><li>Describe</li><li>Recall</li><li>Identify</li><li>Sort</li><li>Retell</li><li>List</li><li>Recount</li></ul> | <ul><li>Interpret</li><li>Retell (*from another characters point of view)</li><li>Predict</li><li>Analyse</li><li>Explain</li><li>Summarise</li><li>Sort (KS1)</li><li>Categorise (KS2)</li><li>Create</li><li>Match (KS1)</li><li>Change</li><li>Organise</li><li>Describe</li><li>Apply</li><li>Empathise (KS2)</li><li>Sequence</li></ul> | <ul><li>Retell (*with expression)</li><li>Make (*notes)/ create</li><li>Locate</li><li>Interpret</li><li>Compare</li><li>Use</li><li>Demonstrate</li><li>Explain</li><li>Analyse</li><li>Perform</li><li>Research</li><li>Organise</li><li>Design</li><li>Skim/ scan</li><li>Justify</li></ul> |

**Knowledge, understanding, skills... what are they?**

| Knowledge | Understanding | Skills |
|---|---|---|
| <ul><li>Remembering/ retaining information</li><li>What one knows/</li></ul> | <ul><li>Gaining independence/ confidence</li><li>Expression of owns</li></ul> | <ul><li>Ability to apply knowledge understanding and extend</li></ul> |

| | | |
|---|---|---|
| gong to know/ has to know<br>• End result/ bigger picture<br>• Key words/ phrases/ facts<br>• Previous experience<br>• Learn first<br>• Describing what you know<br>• Facts at the most basic level<br>• Prior knowledge<br>• Recall facts | ideas<br>• Inform others<br>• Using own words to explain (paraphrasing)<br>• Prediction<br>• Analysis<br>• Questioning<br>• Application of prior knowledge- doing something with it<br>• Comprehension<br>• Inference<br>• E.g. role play a word problem (Maths) | • Independence<br>• Show others how to…<br>• Ability<br>• Application<br>• Practical/ hands on<br>• Demonstration and application of knowledge and understanding |

## Examples of learning questions and success criteria

<u>**Writing**</u>
Can I change direct speech into reported speech?
<u>**Success Criteria**</u>
• Change any words which are first person (I, we) into third person (he, she, they)
• Change any present words into past words. (was)
• Use the word that to help you.

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<u>**Fractions**</u>
Can I compare and order fractions with related denominators?
<u>**Success Criteria**</u>
• Identify a common multiple that links the denominators
• Multiply the denominators so they are the same. (whatever you do to the denominator, you must do to the numerator)
• Compare with the other fractions. Is it bigger? Is it smaller?

**Self and peer assessment**
Pupils are taught and encouraged to self and peer assess their learning within the lesson and this might be verbal feedback. This ensures that children fully understand their learning and can begin to articulate the learning process.

**Expectations**
Teachers have high but achievable expectations of learning and progress for all pupils. High expectations of learning and behaviour are evident in the classroom and through standards in books. Expectations are evident through the learning pupils produce. For example, pupils who are levelled as a secure Y2 writer would produce writing of at least that level consistently.

**Pitch**
Lessons offer scaffolding to support all children to meet the learning objective and

experience success, pitched to support and challenge every learner, in line with Jersey's commitment to Inclusion.

## Questioning

Questions should be skilfully formed to ensure that higher level thinking skills are planned within lessons. A variety of open and closed questions should be asked to allow pupils to extend their knowledge and challenge their thinking. Pupils are expected to ask questions of each other and the teacher. Questions should be used throughout the lesson to allow learning to be evaluated and reshaped when needed.

## Facilitating independence

Pupils should be encouraged to become independent learners, making informed choices for themselves. The classroom should be set up to allow pupils to develop independence e.g. the ability to choose resources themselves to aid their learning (dictionaries, mathematical equipment, thesaurus etc). Learning walls should support children in becoming independent, providing a resource to aid learning. See subsection 'Learning Wall' section below within Learning Environment. These should be visible to children when they are working and kept up to date.

## Feedback (written and verbal) See Feedback Policy

Teachers have a good understanding of where each child is in his/her learning and uses Assessment for Learning (AfL) to give quality feedback to promote future planning and learning. AfL opportunities can include: observations, focus groups, questioning, marking, verbal feedback, mini plenaries, self-assessment and peer assessment. Opportunities to respond to feedback are planned.  Purposeful intervention takes place by the teacher (within the lesson) when misconceptions occur. Marking with the child is accepted as good practice. This dialogue is powerful evidence of progress over time.

## Talk Partners

Every class uses this strategy for effective learning.  It derives from the work of Shirley Clarke. The children are taught how to be effective talk partners and agreed success criteria displayed in the classroom is good practice. Randomised partners are changed weekly.

## Growth Mindset

Each class models a growth mindset approach to learning, with prompts displayed to remind children that intelligence isn't fixed, perseverance pays off and the zone of proximal development (challenge zone) is where deep level learning occurs.  The concept of the 'learning pit' is used throughout the school to demonstrate the challenge of learning. Success is celebrated, along with the idea that it's okay to make mistakes.

## Quality of Inclusion

Lessons should be well planned and differentiated where necessary to scaffold and support. Ability based groups are only used when necessary and groups should always remain fluid. Pupils are never referred to using terms such as 'bright' or 'low ability'. Provision may need to be made for individuals, according to individual need. Examples of strategies used at St Peter:
- The use of sound buttons to record instructions/ questions/ learning tasks for

pupils who are not yet fluent readers.
- Word/ picture banks are used to stimulate ideas for EAL/ SEN learners. Please note that ALL learners can benefit to visual stimulus.
- Scaffolded sheets help learners to structure their thoughts and ideas.

## Positive Behaviour

Positive behaviour management is evident in all lessons with clear expectations and boundaries consistently reinforced, ensuring a safe learning environment for all. See Positive Behaviour Policy.

## Systems

| Books | Feedback | SEN |
|---|---|---|
| Core:<br>• Limited sheets stuck into books, manilla folder for maths and English – red for English and yellow for maths.<br>• Homework logs: spelling and reading Y1-6<br>• Maths (homework) - data files<br>• Handwriting books Y1<br>• Writing books: Rec/Y1- A4 part lines / plain red writing book, Y2-Y6 A4 red lined (Y2 – 6 back used for handwriting).<br>• Maths books: Rec 2cm square yellow, Y1-6 yellow. 1cm square Y1-4, Y5-Y6 0.75cm square.<br>• Spelling<br>• Y1 – Phonics books A5 red 12mm lined.<br>Non-core:<br>• Rec – Rainbow book A4+ half plain/lined for all prime areas.<br>• KS1 – blue topic books A4+ used for all other subjects.<br>     PSHE: Purple A4+ plain Jigsaw Journal<br>• KS2 – Science: green A4 lined.<br>     DT, History and Geography books: blue topic book A4 lined<br>     RE: purple A4+ plain<br>     Art: Y3-6 black plain cartridge paper<br>     PSHE: Purple A4+ plain Jigsaw Journal<br>     French: blue A4 plain<br>• Labels for books to be the same throughout the school. Template on shared area. Leisha happy to help.<br>• Book covers on all A4/A5 books<br>• Send books home – keep English and Maths and sketchbooks | • Learning question, learning intention or title evident<br>• Teacher to mark (not green)<br>• Yellow highlighter for intention not met<br>• Green highlighter for intention met<br>• Written comments short and impactful<br>• Response to marking where appropriate in green pen. | • Provision maps completed termly, with the Autumn term map completed by the previous teacher<br>• **ILP system under review**<br>• Termly timetable written to reflect additional support given to individuals with a high level of need |
| | **Summative Assessment** | **Presentation** |
| | • Teacher assessment in SIMS termly for Reading, Writing and maths<br>• PIRA / PUMA termly<br>• 100 words using JEL words<br>• Running records up until L30, as appropriate<br>• EEXAT tracker updated termly<br>• EYFS/Y1 termly phonics assessments | • Date and titles must be underlined<br>• Margins in maths books from Y2+<br>• Handwriting modelled |

| Environment | Display | Curriculum |
|---|---|---|
| • Keep teacher desk areas clear and tidy<br>• Tidy resources such as pencils<br>• Labelled drawers for resources<br>• Use lines or squares on IWB and flipcharts when appropriate<br>• Individual class rewards, but supporting whole school policy for rewards and sanctions<br>• First aid cupboard labelled with green / white cross<br>• Medical information on the inside of the cupboard door<br>• Hazardous substances out of reach when not in use and labelled<br>• Data kept securely, be mindful of what's on display | **Shared areas**<br>• Changed twice a year<br>**Classrooms**<br>• Mixture of process and product<br>• Product display accompanied with an explanation<br>• Vocabulary displayed<br>• Supportive learning wall for active and current learning, this might be on tables<br>• Class charter and school development plan, UNCRC | • Time allocations for English, maths, ICT, PE, Science, History, Geography, RE, DT, Art, PSHE and French<br>• Class assembly, or similar, once a year, date arranged in Sept<br>• 1 class trip per term |

| E-Safety | Planning | Other |
|---|---|---|
| • Shared responsibility to monitor and report misuse<br>• Lock screen when away from computer<br>• Actively support Internet Safety Week and **Anti-Bullying week**<br>• e-safety incidents logged through IMPERO<br>• e-safety display in ICT room<br>• e-safety books available in library | • Short term planning available and shared with support staff<br>• M/t and l/t planning saved on GoogleDrive<br>• Planning available in classroom | Staff are expected to comply with requirements detailed in:<br>    • Teaching Standards<br>    • Job Descriptions<br>    • Code of Conduct<br>    • Staff Handbook<br>    • School Policies<br>    • CYPES Policies |
| **Jersey Premium** | | |
| • Pupil Conferencing weekly<br>• Annotated record of conferencing<br>• Profiles completed and annotated termly | | |

# The Learning Environment - Expectations

**Principle**

At St Peter, we believe that the ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school buildings. As a school, we believe that displays play an important part in encouraging enthusiasm for learning and for celebrating achievement as well as practically supporting learning.

**Our aims are:**
- To provide a visually stimulating learning environment for all.
- To promote continuity and coherence across the school.
- To celebrate children's achievements and give purpose and value to children's learning – every child's learning matters.
- To give children positive affirmation and feedback that the learning has been appreciated and celebrated.
- To develop children's aesthetic awareness.
- To enable the children, staff and visitors to gain an instant insight into the diversity of the learning going on in the school.
- To provoke children and adults to think and ask questions to stimulate learning
- To boost children's self-confidence.
- To show the attainment and progress achieved by the learners.
- To provide information which supports learning (high frequency words, number charts etc).

**The Learning Wall**

Learning walls are based on the 'working wall' approach where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Pupils' learning should be displayed throughout the different stages of the learning journey with reference to the success criteria. Relevant vocabulary based on current learning should also be evident. Learning walls should be available for both Maths and Literacy, reflecting current learning with aids and scaffolds as a guide and support for independent learning.

**Display as Celebration**
- Celebration of learning is displayed in corridors and other shared areas and the focus of these is mostly arts and humanities.
- The current class topic should also be evident in displays, (including artefacts and books) in each classroom.
- Finished/published pieces of learning and the end result of the teaching and learning process should be displayed; this includes paintings and photographs.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- Both handwriting and computer fonts (Sassoon Primary Infant) should be used on displays.
- An area in each classroom should be dedicated to the celebration of published learning, as well as those in the corridors.

**Other considerations for the classroom**

- Diversity and a commitment to inclusion should be evident in all classrooms through photographs, books, posters and some bilingual signage where appropriate.
- The school rules / class contracts should also be displayed for the same purpose.
- The classroom should be neat and well organised with labelled (Sassoon Primary Infant) drawers and cupboards so that all children know how to access resources to support their independent learning.
- All areas should remain neat and tidy, including the teacher's desk area, which should look professional. Books should be front facing where possible.

## <u>Marking and Feedback</u> – see systems

**Presentation in books -** See systems

**Handwriting  - Under review 2021**
A great importance is placed on handwriting and the skills are developed throughout the school in a formal way.  Letter formation and correct pencil grip is a priority. In Reception the RWInc resources for letter formation support the teaching of early phonics.  From Year 2, teachers use Letter Join to ensure consistency of approach throughout the school.

## <u>Homework – Under review 2022</u>
All pupils from Y1-Y6 are expected to read and practice their key Maths skills daily. Pupils log their reading and parents are required to sign it every day.  Teachers are expected to sign the reading diary weekly and have regular feedback with parents.  The teacher will contact the parent if homework is not regularly being signed. Termly home learning task grids for every year group are in place.

The expectations, as laid out in the Parent Handbook, are summarised below:

| <u>Reception</u> |
|---|
| Sharing a book with a parent – there is a chance to change their library book |
| Levelled reading book |
| Number and letter recognition cards                         High frequency word cards |
| <u>Year 1</u> |
| Sharing a library book with a parent at least once a week |
| Reading their guided reading book every night |
| High frequency word cards |
| <u>Year 2-6</u> |
| Nightly reading – reading record |
| Nightly spelling – spelling book |
| Nightly times tables |

| Optional home learning task selected from a termly grid of 12 tasks? |
| --- |

**Learning at Home** – see remote learning policy


## Reporting to Parents

At St Peter we report to parents each term in a variety of ways – some formal and others informally.

| Term | Reporting methods |
| --- | --- |
| Autumn Term | Meet the Teacher evening outlining curriculum and expectations for the year<br>Parent / teacher consultation appointments<br>Sharing of learning events – assemblies, productions |
| Spring Term | Annual written report including targets<br>Open Day |
| Summer Term | Parent / teacher consultation appointments<br>Sharing of learning – sharing assemblies |

Guidance regarding content of the annual report is shared with teachers annually prior to the template being shared. Draft reports are sent to line managers one week in advance of submission to the Headteacher; this provides an opportunity for quality assurance and feedback before completion. All reports and printed and sent on the same day, therefore strict deadlines must be adhered to.


## Assessment of Learning (Using Summative Assessment)
*Data Analysis and Pupil Progress Meetings*

**Rationale**
Assessment is at the heart of all learning programmes. Assessment for Learning is an integral part of everyday practice and should form the bulk of your assessment practice. However, summative assessment should be used to back up our teacher judgements, not make the judgement for you. Understanding the abilities and needs of all the pupils in a class is essential in order to ensure that planned learning programmes provide the most effective learning opportunities. It is the duty and responsibility of the school as an organisation to monitor and track progress of individual pupils and groups of pupils to ensure that they are making appropriate rates of progress towards local and national standards.

**Jersey Assessment Framework**
In this system, pupils will be assessed in Reading, Writing and Maths using the National Curriculum Expectations identified in the National Curriculum. For each Year group (Year 1 to Year 6) these expectations take the form of written statements which will be used to support teacher assessment and can also be used as targets to show pupils' achievement and progress.

Pupils that are on track to achieve the National Standards of Attainment will be secure in the statements for Reading, Writing and Mathematics identified in each year group.

**Examples of statements:**
**Year 2 Maths:** To add and subtract numbers using concrete objects, pictorial representations, and mentally, including two-digit numbers.
**Year 6 Maths:** To solve multi-step problems in contexts, deciding which operations (Addition, Subtraction, Multiplication and Division) to use and why.

St Peter uses tests to support teacher assessment, and ensure children are on track for reaching expected levels. These include PIRA Reading tests PUMA Tests in Maths

|  |  | Emerging | Developing | Secure (retains most key objectives) | Secure + |
|---|---|---|---|---|---|
| Key Stage 1 | Year 1 | 1E | 1D | 1S | 1S |
|  | Year 2 | 2E | 2D | 2S | 2S |
| Key Stage 2 (Lower) | Year 3 | 3E | 3D | 3S | 3S |
|  | Year 4 | 4E | 4D | 4S | 4S |
| Key Stage 2 (Upper) | Year 5 | 5E | 5D | 5S | 5S |
|  | Year 6 | 6E | 6D | 6S | 6S |

**Tracking Data**
Pupils' progress will be tracked through the progress towards Key Objectives, evident in books, and the outcomes from the tests in Reading, Writing and Mathematics. Pupils' progress will be regularly reported to parents at parents' meetings. The system which will be used to record attainment in SIMS, accessible on all computers in the school.

| | | Emerging | Developing | Secure | Secure + |
|---|---|---|---|---|---|
| **Percentage (%) of yearly curriculum objectives/key objectives achieved \*** | | Between **10%** and **40%** of yearly objectives achieved, including some key objectives | Between **40%** and **70%** of yearly objectives achieved, including most key objectives | Between **70%** and **100%** of yearly objectives achieved, including all key objectives | **All** yearly objectives/key objectives achieved |
| **Application of objectives learned** | **Frequency** | Sometimes | Often | Frequently | Always |
| | **Accuracy** | Many errors | Some errors | Mostly accurate | Accurate and Controlled |

| | | | | |
|---|---|---|---|---|
| Independence | With lots of help | With some help | Mostly independent | Unaided |
| Retention of objectives learned | Retains little | Retains some | Retains most | Selective retention |

## Reporting on attainment

Pupils' attainment will be recorded and reported under the following categories:

Working in early stages of year group curriculum

Working well within year group curriculum but with some gaps

Working securely within year group curriculum

## Current assessment

| | Autumn | Spring | Summer |
|---|---|---|---|
| Reception | Baseline assessment using EXATT<br>Phonic assessments | On-going profile observations<br>Running records<br>Phonics/keyword/number | On-going profile observations<br>Running records<br>Phonics/keyword/number |
| Year 1 | Teacher assessment<br>Running records<br>Phonic assessment<br>High Frequency Words | Teacher assessment<br>Running records<br>Phonics assessment<br>High Frequency Words<br>PIRA Reading<br>PUMA Maths | Teacher assessment<br>Running records<br>Phonics assessment<br>High Frequency Words<br>PUMA Maths<br>PIRA Reading |
| Year 2 | Teacher assessment<br>Running records<br>Phonics check<br>High Frequency Words<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Running records<br>Phonics check<br>High Frequency Words<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Running records<br>Phonics check<br>High Frequency Words<br>PUMA Maths<br>PIRA Reading |
| Year 3 | Teacher assessment<br>PUMA Maths<br>Phonics check<br>PIRA Reading<br>Running Records | Teacher assessment<br>PUMA Maths<br>Phonics check<br>PIRA Reading<br>Running Records | Teacher assessment<br>PUMA Maths<br>Phonics check<br>PIRA Reading<br>Running Records |
| Year 4 | Teacher assessment<br>Running Records<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Running Records<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Running Records<br>PUMA Maths<br>PIRA Reading |
| Year 5 | Teacher Assessment<br>Running Records<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Running Records<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Running Records<br>PUMA Maths<br>PIRA Reading |
| Year 6 | Teacher assessment<br>CATS<br>Past SATS questions<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Past SATS questions<br>PUMA Maths<br>PIRA Reading | Teacher assessment<br>Past SATS questions<br>PUMA Maths<br>PIRA Reading |

## Teacher Assessment:

It is important to note that summative assessments must be used in conjunction with Teacher Assessment. Tests are used to inform teacher assessment but should not be used as stand-alone judgements. Teacher Assessment can be gathered using the variety of formats. For example:

- Running Records (reading)
- Book monitoring
- Guided Reading observations and notes from Guided Reading file (reading)
- Notes from observations/ plans from questioning/ group work.

**Identifying children in need of support:**
During Pupil Progress Meetings, children who are not making 'expected' progress are identified. These could be children who have additional barriers to learning or those whose progress needs accelerating to determine individual needs/ next steps/ barriers to learning and gaps in their skill/ knowledge base. Additional data is collated: Running Records / phonics tests etc may take place for these children to determine specific needs and gaps in learning. Using this information, teachers should plan to address these issues in small groups/ 1-1 sessions/ intervention groups, recorded in the termly provision map with entry and exit data.

**Team Around the Child Meeting**

Children Looked After (CLA) or Children on Child in Need or CP Register are monitored in line with Children, Young People, Education and Skills guidelines. Regular meetings review progress as highlighted in Pupil Progress meetings, reviews progress and impact of interventions and reviews follow up actions from Pupil Progress.

**Pupil Progress Meetings**

**Aims of Pupil Progress Meetings**

- To provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.
- To ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend St Peter's School.
- To support teachers in the development of learning programmes which match pupils' attainment and which challenge all learners.

**Actions and Expectations**

- Pupil Progress Meetings are held twice a year with more informal check-ins between
- Meetings are attended by the Headteacher, SENCo and class teacher
- Class Teachers must input latest assessment data prior to the meeting
- Analysis should include statements such as:
  - *Writing is the lowest achieving subject area*
  - *80% of boys made expected progress in Maths*
  - *100% of Jersey Premium pupils are in line with ARE in Reading*
  - *75% of the cohort are in line with ARE in Maths*
- During the meeting specific issues and concerns evident in the data will be discussed and actions agreed in order to address them.
- Class Teachers should come to the meeting prepared with ideas of actions which will address identified issues.

- Minutes of the meetings will be taken and distributed within 5 working days of the meeting.

**During the Meeting**
- Discuss outcomes of assessment. Focus on progress of individuals – rates of progress, acceleration, plateau, regression. What are the contributing factors?
- Explore reasons for underachievement of individuals/groups/class.
- Discuss interventions and additional support which have occurred throughout the term. What has the impact been on achievement? What other factors have impacted achievement?
- Explore key issues based on the data and as a result of discussion.
- Identify children who may benefit from Ordinarily Available provision or support needing inclusion on the provision map.
- List what resources / support the teacher may need to address the barriers identified.
- Review and update targets
- Agree actions for the coming term.

**After the meeting**
- Provision map updated and saved in teacher shared
- Minutes shared by the Headteacher
- Teachers action the agreed actions
- Teachers provide the Headteacher with a midterm review and a meeting is held where appropriate

## Monitoring

At St Peter, we recognise that the most effective way to develop practice is to provide developmental feedback to staff. All monitoring is undertaken to promote professional development and to quality assure the practice across the school. We conduct a range of monitoring activities to create a full and accurate picture of the teaching and learning. Monitoring activities are undertaken by leaders, the Senior Adviser and other external consultants. Monitoring activities are used to inform whole school development planning and to set targets for teachers.

**Monitoring Schedule**

| Monitoring activity | Frequency | Conducted by |
|---|---|---|
| Book monitoring | Termly (alternating English and Maths) Termly (humanities) | KS managers and subject leaders |
| Pupil Conference monitoring | Half termly for every class | JP leads |
| Pupil Progress | Termly for every teacher | Headteacher and SENCo |

**Book looks**

Templates vary depending on subject and priorities at the time.

**Pupil Conference.**

Pupil conferences focus on pupils' views on the quality of teaching and learning and by getting children to bring along their books; they can develop their ability to talk about their learning.

| Name: Year Group: | Date: | Leads: |
|---|---|---|
| **Feedback and Marking** | **Challenge** | **Attitudes to Learning** |
| How do you know what you need to improve?<br><br>Show me an example of when your teacher has helped you.<br><br>Show me where you have responded to your teacher's comments.<br><br>Do you feel you have time for feedback to marking? When do you do it? | Choose a piece of work… Which part was the most challenging? Why?<br><br>How did you decide that this was the right level of challenge for you?<br><br>Give us an example of when you challenged yourself. | What helps you with your learning?<br><br>What part of your learning do you feel most confident in?<br><br>What do you do when you find things hard? |
| Notes of conversation:<br>Feedback and Marking<br><br>Challenge<br><br>Attitudes to Learning | | |
| Feedback (incl. any actions needed): | | |

**Observations**

Under review – moving to coaching model with impact partners in 2021.

**EYFS**

**St Peter School's 9 Point Guide to Excellent Practice in the EYFS**

The EYFS is a very important stage as it prepares children for their future learning and success. We adhere to the 2017 Early Years Foundation Stage Framework which is based on promoting children's safety and welfare, learning and development and partnership working with parents.

All young children are entitled to high quality educational provision so that they are helped to become confident, effective and independent learners.

**At St Peter the EYFS strives to ensure:**

1. All children are treated as unique learners who are valued, included and safe. No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, social class, disability, gender or ability; inclusion is actively planned for and promoted.

2. Play is valued as a key way in which children learn. Children engage in adult-directed activities and in those which they initiate themselves. Children have time to investigate, to become engrossed and to complete activities.

3. The partnership between home and school is positively nurtured. The personal contexts of children's families, cultures and communities are acknowledged and valued. Practitioners build positive relationships with parents in order to work effectively with them and their children.

4. The curriculum is relevant, imaginative and stimulating. The curriculum is planned to ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through relevant, imaginative, challenging and enjoyable experiences.

5. Practitioners are effective, trained and knowledgeable in promoting challenging and enjoyable learning and teaching for young children. Implementation, provision and practice are coherent in their aspirations for excellence in promoting early learning and teaching.

6. The provision is purposeful, inviting and engaging. Indoor provision and resources encourage and challenge children to learn and grow in a carefully planned environment. Outdoor provision is available for learning and teaching in all areas of the curriculum. It enables children to learn by working on a larger, more active and exuberant scale than is possible indoors.

7. Planning ensures that all children make progress in learning based on steps towards the early learning goals. Planning is based on direct observations of children's interests and play.

8. Assessment is an on-going and a continuous process. Assessment for learning is based on observing children and responding appropriately, based on the knowledge and understanding gained through these observations. Records are manageable, useful and purposeful in planning and are promoting continuity of learning.

9. Staff work cohesively as a team as the best partnerships happen when everyone respects and values the other's knowledge, expertise and experiences and are able to contribute these for the benefit of the child.