Teaching, Learning and Assessment Policy

Updated: April 2021
To be reviewed: April 2023

Farndon Primary School

EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR TEACHING, LEARNING AND ASSESSMENT POLICY	
Staff / Committee involved in development:	Teaching and Learning ; Headteacher / Deputy Headteacher
For use by:	Staff and Parent/Carers
This policy relates to statutory guidance:	National Curriculum 2014
Key related Farndon Policies:	Feedback Policy Presentation Policy SEN Policy EYFS Policy Monitoring Policy Curriculum Policy

Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious & Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

Reviewed by	T + L Committee
Agreed by	T + L Committee Policies with negative impact must be notified at full governing body
Next Policy review date	April 2023

A copy of this form, and any related impact assessment form or action plan must be sent to the school office

1. Aims

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils have every opportunity to unlock their full potential and gain the skills and knowledge necessary to become successful in the future. We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.
The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement

- To embed an agreed range of good practice across the school

- To ensure consistency throughout the school

- To provide new staff with a clear vision of the school's expectations

- To provide agreed focus for monitoring learning and classroom practice

2. Mission Statement; Vision; Our Aims

Our school Mission Statement is "Unlocking the Potential". Our vision is to deliver an exciting and vibrant curriculum through a book centred topic approach, providing high quality learning opportunities for all within a safe, secure and stimulating environment. We believe that this will inspire a love of learning and unlock the potential that lies within all of our children, preparing them to be happy, successful and responsible citizens in the future.

Our School Aims

- To provide a structured programme of work ensuring a broad balanced curriculum which is thematic and engages the learners.
- To provide an environment where children feel safe, happy and secure.
- To foster an enquiring mind, with the ability to question, choose, evaluate and argue rationally.
- To provide equality of opportunity for all pupils without harassment or prejudice.
- To develop in each child confidence and a positive self-image.
- To address the needs of each individual child working towards his/her full potential.
- To develop a sensitivity to the needs of both self and others.
- To develop awareness of moral, social and religious values.
- To prepare pupils for the next stage of their education and adult life.
- To work in partnership with parents, governors and other professionals to deliver the agreed aims of the school.

This Teaching and Learning Policy deals mainly with Key Stages 1 and 2. Teaching and Learning in the Early Years is detailed in a separate policy.
Provision for children with additional learning needs is detailed in a separate policy.

3.Teaching:

We expect:-

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject leaders. Staff are also supported through clear and detailed knowledge curriculum mats for each subject.

- Staff to plan appropriately for all groups of children and access high quality resources

- That every lesson has a clear Learning Objective (**LO**) which is explained to the class and is clearly evident on the label in books for Maths and Literacy. They must also be shared and on display in other lessons.

- That all lessons demonstrate key elements of good AfL practice.

- That activities are differentiated to ensure that children explore, develop and practice new skills/ concepts

- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, learning partners

- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able

- That time targets are set within lessons to ensure pace is maintained

- That staff have high expectations of presentation, quality and quantity of work and adhere to the school's handwriting and presentation policy.

- Staff to assess children regularly; reshape tasks during sessions where appropriate. Staff are encouraged to annotate their whole class feedback books and adapt planning where necessary for the following day.

- That staff are not chair / desk bound for the entirety of lessons. Furniture is flexible and can be moved for purpose

- TA's to be fully involved in whole of lesson. Also, used to impact on the teaching and learning of **all** pupils and not just SEN.

- Staff to regularly mark children's work following the school's agreed marking code and feedback policy.

- Staff to encourage children's independence in their learning.

- Staff encourage the pupils to be good learners and praise where see evidence of the children using the Secrets to Success: Work hard, Imagine, Don't Give Up, Creativity, Push Yourself, Try New Things, Concentrate, Improve and Understand Others.

- All lessons to have a plenary when the learning during the lesson can be reviewed and assessed against the Success Criteria using engaging AfL techniques.

4. The Learning Environment

• The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school

• Its' creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence

• We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility

We will ensure that each KS1 and KS2 classroom has:-

• Clearly labelled resources and draws for the pupils.

• Each classroom should have a Reading Corner where books and authors are celebrated.

• School rules displayed and behavior policy implemented. Each room has a celebration board.

• Procedure for Fire drill/ staff responsible for first aid clearly displayed.

• A Pastoral/Inclusion information (kept in class assessment file) to record children's pastoral needs. This file will be transferred to the next class teacher at the end of the academic year. NB Any information which is confidential will continue to be kept in locked filing cabinets.

Display

• Teaching staff are responsible for classroom displays and displays in shared areas of the school

• Display should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained

• Key Stage 1 classrooms should have a Read Write Inc phonics display that reflects the current teaching in this area. It should include information on the phonemes each group are learning each week.

• All classrooms should have a Literacy and Numeracy working wall. This is changed regularly and should reflect the current teaching and focus. This is included in their teaching and is a resource the children can access throughout the sessions. It should include WAGOLL examples

• We encourage staff to at least one display area that reflects the class's current topic. However, the majority of the thematic display is in the corridors and hall, along with WOW books.

- Staff encouraged to display the sticky facts and key vocab for science and humanities.

5 The Curriculum

Farndon Primary School has implemented the new National Curriculum which was launched in 2014. More details can be found in the separate Curriculum Policy.

The whole curriculum should enable learners to:-

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature, history and technology
- Acquire British Values of Democracy, Tolerance of other faiths, Rule of Law, Individual Liberty and Mutual Respect
- Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others
- Experiences that go beyond the curriculum that will prepare our pupils to be responsible future citizens.

With the help of the whole school community Farndon has developed a curriculum which we feel is relevant and exciting and addresses the aims above. It is a **knowledge** based curriculum which aims to draw curriculum links in a meaningful way and takes into account the new national curriculum introduced in September 2014. Each subject is taught through the key skills that are pertinent to that subject. For more detail on our school curriculum and the 2 year rolling programme, the school's Curriculum Policy has more detail.

6 Planning

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school,

Planning is structured in distinct phases;

- The Skills and Knowledge continuum outlined in the revised national curriculum. (Statutory in 2015)
- Long term overview
- Medium term planning
- Weekly planning

Long Term

- Teachers plan the year through topics which include the spectrum of expected skills and knowledge in their year / milestone, reflect the pupils interests and which capture rich and meaningful learning opportunities. This is set and agreed in a 2 year rolling programme to ensure full curriculum coverage.
- Mathematics follows the 'White Rose' programme of work in addition to regular planned opportunities to apply skills across the curriculum, using the Third Space Learning, Enrich materials, Beam maths and Collins.
- Read Write Inc is taught from Nursery to Year 1 through a daily phased programme.

Medium Term

- The medium term plans outline the activities against the skills and knowledge of each subject over the term, complete with embedded documents for various schemes.
- Within their Key Stage teams and year groups,' teachers work to embed key knowledge and skills and learning outcomes across curricular areas with clear outcomes; the skills are taken from the Chris Quigley Essentials programme.
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom.
- Staff plan for enhancement opportunities – WOW moments - which include special days, trips or guest speakers. This is part of our GET – SET – GO curriculum.
- Opportunities are established for display, assessment and the celebration of pupils work within the medium Term Plan.

Short Term

- Teachers provide detailed weekly plans for both English and Mathematics
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit
- AfL opportunities are made explicit.
- Weekly planning identifies independent activities and guided sessions. This is where a group of children work for part of the lesson with the teacher or another adult.

Medium term, weekly and daily plans demonstrate evaluation through annotations and notes.

7 Assessment

At Farndon Primary School we share the belief that consistent use of assessment for learning should:-

- Enable children to demonstrate what they know, understand and can do

- Be used to make children aware of the level at which they are working

- Ensure children are aware of the learning target and success criteria to support their means of achieving success

- Give children positive reinforcement that celebrates their achievements

- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child

- Involve children and teachers in recognising what needs to be done to improve work

- Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment

This involves both child and teacher in celebrating successes that have been achieved as well as identifying areas for development so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and unlock their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback.

At the start of the year, teachers map out the curriculum for each term in a long range plans. Every day, they are assessing children against the unit of work. By the end of each half term, each child will be given a grade against each National Curriculum objective in Reading, Writing and Maths.

1 – target not met
2 – target achieved
3 – target mastered

At our termly parent meetings, the averages of each child's attainment in Reading, Writing and Maths is shared. Where an objective has not been taught, a 1 (target not met) is given. These averages translate to a Formative Progress Score which will determine whether they are on track for expected level or greater depth.

These scores are calculated simply by assigning a number to each curriculum target. These are then added together and divided by the amount of targets.

Diagnostic assessment

This is used when a child is identified as not meeting age related expectations or is not on track to meet their end of year target. The assessments are used to find a child's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school's Inclusions manager and may involve consultation with agencies working in partnership with the school to support individual children. This often informs the process of setting individual IEP targets for children on the SEN register or effective intervention. The Inclusions Manager (SENCO) is responsible for deploying staff and planning an overview of intervention programs to meet the needs of children that require additional support. The school uses benchmarking for reading and PIVATs for the assessment of next steps learning. When assessing a pupil working below the age related curriculum using PIVATs, it can show the small steps of progress made.

Diagnostic checks are also carried out in the core subjects. In grammar and maths, the assessments are analysed to determine which question types a pupil or the class general have struggled on. This then informs future planning.

Feedback

Verbal and/or written feedback will focus on the lesson's main learning target rather than constantly correcting technical inaccuracies. If there are too many comments or annotations the child may find it overwhelming which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies. We believe it is important to emphasise the positive aspects of a child's work to maintain their motivation.

Work must be marked promptly and discussed with the child where possible. Where verbal feedback is given, the teacher records it as VF.
Teachers use blue pen to mark work. Children respond to the teacher's feedback using a red "polish pen".
Children need to understand the marking criteria so they know what the teacher's expectations are. Children need opportunities to read their teacher's feedback in subsequent lessons and be given the opportunity to respond and improve work. Comments should be written in language which is easily understood by the child. It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.

Summative assessment:

This involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard.

At Farndon, we are using a combination of teacher assessment and standardised assessment to determine the progress and attainment of each child. We feel that this combination leads to the best overall picture of a child's strengths and needs.

Children are assessed formally in Phonics, Reading, Writing, Grammar, Times tables and Maths. Throughout the year there are 2 summative assessment windows in March and June. A variety of assessment tools are used:

NFER Standardised Scores

Standard scores usually go from 70 to 145 with 100 being an average score on a standardised test. The table below describes what the different standard scores tell you about a child's achievement in Reading and Maths.

Standardised Score	What scores mean	Approx % who achieve nationally
130 above	Very High	2%
120 - 129	High	7%
110 - 119	Above average	16%
100 - 109	Average	30%
90 - 99	Approaching average	20%
80 – 89	Low average	16%
70 - 79	Low	7%
Below 70	Very low	2%

Reading and Maths:

Teachers use Reading comprehensions to assess and to track the pupils' progress and in the Autumn and the Summer. An NFER test is used to give an indication as to whether pupils are working below, working towards, secure or working at greater depth in respect of

age related expectations – with 100 being the average. These assessments also inform the formative assessment grids. Pupil progress is tracked each term in the different assessment focus areas, where teachers record each pupil's formative progress decimal score which plots where they are in their journey through an age related curriculum.

In Reading, younger children and SEN in Yr 2 – Yr 6 are assessed using the benchmarking kit. SEN pupils are also assessed against the PIVAT levels for reading, which are used for individual pupil targets.

Writing:

Writing is assessed using an assessment grid with objectives taken off the national curriculum. Pupils are assessed to ascertain as to whether they are on track to be secure or working at greater depth for age related expectation.

SPAG: Teachers deliver daily spelling and grammar sessions from Yr 1 – Yr 6. The school uses NFER Grammar tests in Autumn and Summer. Termly spelling tests are used from the NFER which gives an age standardised score.

Foundation Subjects: For most subjects, the Chris Quigley milestones are used. These are split into Milestone 1 (Years 1 and 2), Milestone 2 (Years 3 and 4) and Milestone 3 (Years 5 and 6). In science, history and geography teachers also assess the pupils' knowledge of the sticky facts using fluent in five assessment tasks.

The key skills need to be secured before the end of that milestone (or key stage). When assessing foundation subjects, teacher using the same scoring system of 1,2 or 3 for the knowledge and skills for each subject area.

Assessments are moderated by members of SLT and Literacy leader (who was an LA Moderator). Teachers discuss children's assessments with parents on a termly basis. Teachers also have Pupil performance meetings with SLT after each cycle of assessments.

Children in Y2 undertake end of KS1 tests and tasks in June to confirm teacher assessments which are then moderated by the local authority periodically. Y6 children take statutory KS2 SATs tests in May – writing is teacher assessment and takes into account work within their work books.

Assessment Calendar for Year 1 – 6 Pupils:

Summative Assessment in black

Formative Assessment in blue

Month	Assessment
Sept	Pupils who are not free readers assessed for an appropriate banded text
	Complete White Rose unit assessment task and update Maths formative assessment grid.
Oct	Year 1 (Year 2 retakes) Phonics assessment
	Update Reading and Writing formative assessment grids
	Complete White Rose unit assessment task and update Maths formative assessment grid.

		Complete Science end of unit fluent in five task
Nov		Termly assessments: Year 2,3,4 and 5 carry out NFER baseline tests in Reading, Spelling, Grammar and Maths to find age related score Year 6 Reading and Maths past papers for standardised score; Year 1 formative assessments in Reading, Writing and Maths Writing assessment using formative assessment grid Complete White Rose unit assessment task and update Maths formative assessment grid. Year 3 and 4 Timestables assessments
Dec		Update Reading and Writing formative assessment grids for Autumn Update excel summative assessment tracker with NFER scores, formative progess scores and teacher summative assessment grade. Year 1 – 6 Pupils complete end of topic Science, History and Geography fluent in five assessments. Complete White Rose unit assessment task and update Maths formative assessment grid. Year 1 (Year 2 retakes) Phonics assessment; complete tracking
Jan		Complete White Rose unit assessment task and update Maths formative assessment grid.
Feb		Complete White Rose unit assessment task and update Maths formative assessment grid. Complete Science end of unit fluent in five task Year 3 and 4 Timestables assessments
Mar		Year 1 (Year 2 retakes) phonics assessment ; complete tracking Year 2 and Year 6 Reading and Maths past papers Complete White Rose unit assessment task and update Maths formative assessment grid. Update Reading and Writing formative assessment grids for Spring NFER Spelling assessment and recorded on excel summative tracker Update excel summative assessment tracker with formative progess scores and teacher summative assessment grades. Year 1 – 6 Pupils complete end of topic Science, History and Geography fluent in five assessments.
Apr		Complete White Rose unit assessment task and update Maths formative assessment grid. Year 3 and 4 Timestables assessments
May		Complete White Rose unit assessment task and update Maths formative assessment grid. Complete end of unit fluent in five assessment task Year 2 and Year 6 SATs tests
June		Year 1 (Year 2 retakes) phonics test Update Reading and Writing formative assessment grids for Summer Year 1, 3, 4 and 5 NFER tests for Reading, Grammar, Spelling and Maths

	Update excel summative assessment tracker with NFER scores, formative progess scores and teacher summative assessment grade.
July	Year 1 – 6 Pupils complete end of topic Science, History and Geography fluent in five assessments. Complete the Foundation subject excel summative tracker which focuses on the knowledge and skills in each subject.

Farndon Assessment Tracking against Age Related Expectations for Reading, Maths and Science

Working below standard	Emerging is split in 3 parts: *The codes are for internal tracking only*			Expected Standard		Higher Standard
Below (B)	**Work within W-**	**Developing W**	**Meeting W+**	**Secure E**	**Mastering E+**	**Depth D**
Children are not able to access their age related curriculum and are working from expectations from a previous year group.	Children are meeting up 35% or below of the age related expectations.	Children are meeting between 35% – 65% of the age related expectations.	Children are meeting between 66% - 85% of the age related expectations.	Children are meeting between 85% - 100% of the age related expectations and can apply them in a range of contexts.	Children have met 100% of the age related expectations and meet some at a mastery level. To be more than expected in science, must have a 2.0 average in scientific enquiry.	Children have met 100% of the age related expectations and roughly meet 40% of them to a greater depth or more.
ARE progress range	0.8 – 1.35	1.36 - 1.65	1.66 – 1.85	1.86 – 2.00	2.00 – 2.35	2.36 – 3.0
NFER Scores Yr1/Yr3/Yr4/Yr5	70 – 84	85 – 89	90 – 99	100 – 109	110 – 115	116 +
SATs Standardised Score	80 - 84	84 - 92	93 - 99	100 - 105	106 - 109	110 - 120

Farndon Assessment Tracking against Age Related Expectations for Writing

Working below standard	Emerging is split in 3 parts: *The codes are for internal tracking only*			Expected Standard		Higher Standard
Below (B)	**Work within W-**	**Developing W**	**Meeting W+**	**Secure E**	**Mastering E+**	**Depth D**
Children are not able to access their age related curriculum and are working from expectations from a previous year group.	Children are meeting up 35% or below of the age related expectations.	Children are meeting between 35% – 65% of the age related expectations.	Children are meeting between 65% - 85% of the age related expectations.	Children are meeting between 85% - 100% of the age related expectations and can apply them in a range of contexts.	Children have met 100% of the age related expectations and meet some at the greater depth level.	Children have met 100% of the age related expectations and roughly meet 40% or more of the greater depth level
ARE progress range	0.8 – 1.35	1.36 - 1.65	1.66 – 1.85	1.86 – 2.00	2.00 – 2.07	2.08 – 2.2

Teacher Summative Assessment Judgements

Each term, teachers use the progress score from their formative assessment, along with relevant test scores to assign a summative assessment level of development using the grids above. The school's assessment leader analyses the data so to track the pupils' current attainment in relation to their entry point in the Key Stage. Any pupils who are falling off their end of Key Stage / Year target are identified and discussed in pupil progress meetings. These pupils are brought to the attention of the teachers and provision is put into place. Pupil premium pupils are also tracked separately to ascertain their progress and the impact of any intervention that has been put into place using the pupil premium.

Assessment for Learning

All lessons should contain these AfL elements:-

At the planning stage :-
- Use assessments from the plenary of the last lesson assessment related to success criteria---are children secure/ require reinforcement? Peer / self assessment

- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson.

- Use information from marking -- responses from children to teacher's comments

During the Introduction
- If appropriate, spend time re-visiting feedback from the last piece of work. Use "**fluent in five"** as tasks to revisit.

- Recap on previous learning—What did you learn in our last lesson? What journey are we on?

- Share Learning Target for the lesson. What does this mean? What do you know already?

- Introduce Success Criteria---older children can generate their own—what will make this a good piece of work? How will I know I have been successful in this lesson?

- Teacher Modelling of the activity and what is expected: WAGOLL (What a good one looks like). Display such examples on the learning wall.

- Use focused questions to check understanding.

- Ensure activities are engaging and varied.

Main Activity
- Identify in the planning a single Focus group to work with for the duration of the main activity (Rotate this between groups during the week)

- Use mini plenaries for example to revisit the Learning Objective, Success Criteria or sticky facts to share a good example---have they achieved all elements of the learning objective?

- Consider extension activities for those who complete early and also means for pupils to be independent/self checking whilst the staff are working with focus groups

Plenary
- Revisit Learning Target and Success criteria—what have we been learning about today? Have we achieved all the success criteria?

- Peer/ self assess work against success criteria—make an improvement

- Use of "Learning Partners"

- Use of random generators for when asking questions and "phone a friend" when stuck.

Policy Adopted on _____

Signed Headteacher: *A. J Walker*   **Date:**

Signed Chair of Governors: _____   **Date:** _____

Appendix 1: The Farndon Fundamentals

The Classroom Learning Environment
Literacy and Maths Learning Walls show the "**Journey of Learning**" – reflect **current** learning and show WAGOLL (What a good one looks like) in the writing process and mathematical calculation.
Reading corner that celebrates the work of different authors and library of books. Promote "Reading Round the World".
Behaviour Display: 3 school rules: Ready, Respect, Safe. Include celebration board along with Secrets to Success
Display the sticky facts / key vocab of certain wider curriculum subjects such as the science / history / geog.
KS 1 – alphabet strips to be displayed. Also, must have a Phonics display showing current / previous learning. Pictures of adults working with the different groups that are laminated so patterns taught that week can be written on.
There must be at least one display celebrating children's work that reflects the **current topic**. WOW books are also showcased within the classroom.

Feedback to Pupils
Feedback in pupil books is in blue pen; teachers use the appropriate **stamps** for feedback on the work.
Ensure the agreed learning labels are used for Writing and Maths.
All staff have a spiral bound whole class feedback book which is completed **daily** for core and any incidental for foundation subjects.

Writing Journal
Each session has a learning: **See Below**
Agreed planning frame for each genre taught
In Writing, pupils use self-editing to peer assess, self-correct and improve using red polish pen in Juniors.

Reading Books
When planning tasks in Read and Respond books, use the agreed format with the ERIC the APE symbols and headings.
Read Around the World: All children must be encouraged to read a minimum a 4 times a week.

Maths Books
Each session must have a Maths Label (see below)
On Maths Learning Label warm up activity could be consolidation / correction / group tasks in response to whole class feedback.
Verbal feedback / Whole class marking to identify errors. Pupils correct with their red "polish pen".
In Maths, use blue paper for "feed forward" summative assessments; evidence of challenge using "Strive for Five"

Science
At the start of each unit, stick in the Knowledge Organiser in which includes sticky facts and vocab.
At the end of each unit, complete the Fluent in Five assessments and stick in books.

History and Geography
At the start of each term stick in the History Timeline and the Humanities sticky facts and vocab. Children circle the period studied to identify what came before and after.
At the end of a topic, pupils compete the Fluent in Five assessment tasks in History and Geography. Class mark and stick in books.

WOW Books
Evidence of GET SET GO curriculum, the Get Set Go curriculum weeks and SMSC text work.
Enhancement to curriculum: visitors / themed days / trips / practical sessions

FARNDON'S FUNDAMENTALS

This is how we do it here...

CLASSROOM ENVIRONMENT

Classrooms have Learning Walls for English and Maths. These reflect current learning in the maths and writing process.

Reading areas are in each room that promote reading and our Read Around the World initiative

Key vocab and 'Sticky Facts' for our wider curriculum are displayed clearly

In EYFS and KS1, alphabet strips are displayed alongside phonic learning - both current and previous

Our 3 school rules READY-RESPECT-SAFE are displayed

Successes are celebrated on display as well as in our WOW Books

FEEDBACK TO PUPILS
Feedback is always in blue pen with stamps used where appropriate

All staff have a Whole Class Feedback Book that is used daily for Core and informs feed forward teaching

Learning labels are marked against the Lerning Target

Our Exercise Books

Writing Journals
- Each piece has a Learning Label that details the Learning Target and sucess criteria; this includes a 'challenge' crietria in red to allow all children to strecth themselves with their writing
- Pupil's self-editing will be evident through the use of red pen amendments/corrections
- School's planning frames will be used for each genre studied

Read and Respond
- An agreed format that adheres to ERIC the APE and uses the corresponding symbols will be evident in all books

Maths
- Each session will have a learning label
- A warm activity/consolidation activity will be present on labels
- Errors and their corrections will be evident through the use of a red pen
- Blue paper end of unit assessments are in each book providing feed forward assessment information

Science
- At the start of each unit, a Knowledge organiser will be stuck into each book which includes sticky facts and key vocab
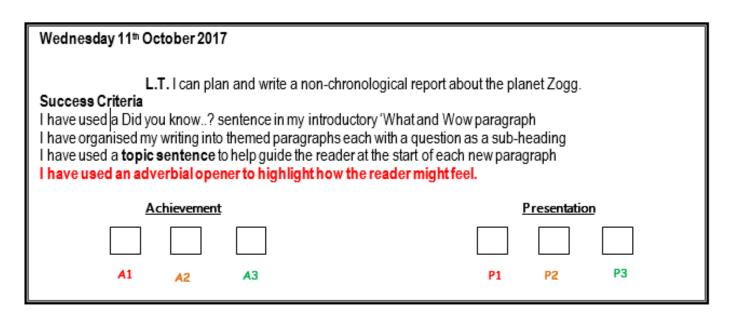- At the end of each unit, a Fluent in Five assessment will be evident

History and Geography
- At the start of each term, a timeline, sticky facts and key vocab sheet will be stuck in each book. Children will circle the period of history they are studying
- At the end of the topic, children will have completed a Fluent in Five activity assessment and this will be stuck in their books.

Maths Learning Label Key Stage 2

Date	21.4.21		Equipment Used
			Multiplication Squares
Maths Area	Algebra	🙂 😐 ☹	Counters
			Multi-link
Steps to my Success	**Learning Target M**	I can use concrete resources to represent a function machine.	**Support**
			TS ☐
	S	I can use algebraic inputs (e.g z) to write an expression.	TA ☐
	C	I can explain how an expression reflects a function machine.	I ☐
Warm Up	Would you rather have 25% of 1250 or 50% of 1000?		

Literacy Learning Label KS2

Wednesday 11th October 2017

L.T. I can plan and write a non-chronological report about the planet Zogg.

Success Criteria

I have used a Did you know..? sentence in my introductory 'What and Wow paragraph

I have organised my writing into themed paragraphs each with a question as a sub-heading

I have used a **topic sentence** to help guide the reader at the start of each new paragraph

I have used an adverbial opener to highlight how the reader might feel.

Achievement				Presentation		
☐	☐	☐		☐	☐	☐
A1	A2	A3		P1	P2	P3

Literacy Learning Label Key Stage 1

Friday 11th September 2020

L.T: I can describe the new snake repelling hat.

Me	😊	😐	☹	Mrs Pimparel	😊	😐	☹

T [ ] TA [ ]
Guided group [ ]
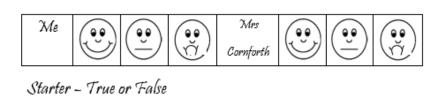Supported [ ]
Independent work [ ]

Success criteria:

- I can use my RWI sounds to spell words correctly.
- I can spell red words correctly using a word mat.
- I can use capital letters and full stops.

Maths Learning Label Key Stage 1

27.04.2021

L.T: I can investigate what happens when I add odd and even numbers.

Me	😊	😐	😟	Mrs Cornforth	😊	😐	😟

T [ ] TA [ ]

Supported [ ]

Independent work [ ]

Apparatus – Dienes

number line number square

Starter – True or False

1. $2+2+2 = 6$ 2. $3+3+3+3 = 15$ 3. $5+5+5+5+5 = 20$

4. $6+6+6 = 20$ 5. $4+4+4+4 = 13$

Reading Label

RETRIEVE

- How many siblings had disappeared?
- Where was the dog on page 3?
- What two words does the author use to describe the patterns on the dog's body?
- From what was the spider dangling?
- Find and copy **one** word that shows the dog had to be brave (p4)
- True or false – the dog was hungry. How do you know that you are right?
- Look at these pictures – which best matches the description of the dog in the story?

1   2   3   4

The 8 Areas of the Secrets to Success

	Attitudes/Attributes	Skills Demonstrates ability to:	Knowledge Knows how:
Work Hard	• Motivation • Curiosity • Self-belief/esteem • Self-efficacy (*optimism re the learning outcome, confidence and willingness to take risks*)	• Assess and manage own motivation towards a task • Set specific goals which connect to particular learning • Achieve a positive learning state • Manage own learning process • Talk about learning to learn in relation to a new task	• To assess own motivation • To set goals and connect to the learning • To use a L2L language • To assess own preferred learning environment • To apply learning, including in different contexts.
Imagine **Understand Other**	• Learning from and with others • Learning creatively in different ways • Flexibility • Applying learning	• Make most of own preferred learning approaches and environment, and those of others. • Develop and expand learning repertoire and to harness creativity • Find and use information • Communicate effectively in different ways • Apply learning/use what has been learned, including in different contexts.	• The mind works and how humans learn. • To assess own preferred learning approaches and environment, and is aware that others may prefer different approaches • To use different approaches to learning • To seek out and use information, including through ICT • To communicate effectively in different ways
Push Yourself **Don't Give Up**	• Keeping going • Learning under stress • Managing feelings about learning and teachers, peers and resources	• Persist and apply learned optimism and selfbelief/self-efficacy approaches • empathise and use Emotional Intelligence • Use different approaches when stuck • Use different memory approaches	• To use learned optimism and self-efficacy approaches • To procede when stuck • To use different memory approaches

Responsibility Concentrate	• Maximising own self-awareness • Empathy towards other learners • Understanding of how self and others learn • Making best use of opportunities for collaborative learning	• Understand and articulate own areas of strength and weakness • Think about others as learners and ask for and offer help with learning • Take ownership of own learning • Learn alongside others	• To be a good learning role model • To plan and set targets for own learning • To work with others to learn effectively • To consider other people's learning
Improve	• Looking back • Improving learning and performance • Practising	• Stop and reflect (*eg ask questions, observe, see patterns*) • Experiment with learning • Evaluate learning • Use different memory approaches • Make connections	• To stop and reflect (*eg ask questions, observe, see patterns*), • To experiment with learning • To use different ways to evaluate learning • To make connections