

WHOLE SCHOOL POLICY ON TEACHING, LEARNING AND ASSESSMENT

Background

This policy is the outcome of a whole school contribution by all staff, parents, children and governors.

Introduction

Teaching and Learning is at the core of our purpose as a school. What we do in this area is what makes a difference to the pupils in our care. This is why this policy is seen as the central document to all areas of school life. We acknowledge that all members of the school community i.e. parents, governors and pupils, contribute to this area, and it is essential that we work as a team to ensure that we provide the highest standards in all areas of school life.

This policy includes the following sections:

- 1 What is at the heart of teaching and learning at Grafton
- 2 Quality of Teaching and Learning
- 3 Inclusion
- 4 Planning and Evaluation
- 5 Assessment
 - (i) Summative (Formal Analysis of Standards and Practice)
 - (ii) Formative (Informal Analysis of Standards and Practice Including Marking and Feedback - AFL)
 - (iii) Record Keeping and Reporting
- 6 Presentation Guidelines
- 7 Homework

Our thinking, understanding and principles when formulating this policy, has drawn on the work of Shirley Clarke and any quotes in italic are taken from *Unlocking Formative Assessment*, Hodder & Stoughton (2001)

SECTION 1 - WHAT IS AT THE HEART OF TEACHING AND LEARNING AT GRAFTON

What characterises teaching in our school?

- Teachers in our school strive to emphasise the positive, are driven by high expectations and a commitment to the value of knowledge beyond the curriculum

- Individual teaching strengths are celebrated and there is a strong recognition of the value of home-school partnerships
- Teaching takes place in a caring, calm and happy environment within a school that embraces cultural diversity and where the sharing of ideas, planning and humour is highly valued

Why is the partnership approach important?

- The collaborative approach at Grafton encourages openness. It supports professional values and opinions, and encourages a culture of self-analysis, reflection, consistency and cohesion; thus raising standards
- A shared vision gives Grafton a sense of community, provides reassurance, and gives everyone an opportunity to take part in decision- making

What is the key to learning?

- We always encourage a positive ethos where learning is valued and there is room for reflection and self-evaluation
- Learning involves respect for all members of our school community, listening to and learning from, each other
- Learning involves the ability to think creatively and critically and not being afraid of making mistakes or challenging the opinions of others (P4C)
- Learning involves various styles, which stimulate, motivate thinking and encourage creativity
- Learning involves the ability to work independently and be motivated

What is education at Grafton? (Attitudes and Purpose)

- Education at Grafton equips our pupils with the skills to operate successfully in society. It also fosters a love of learning which will continue into adulthood. It gives our pupils the ability to think independently, question, make informed choices and opens the door to new opportunities

What is our curriculum?

- The curriculum at Grafton provides a structure and framework for learning. It provides a broad and varied programme of study which extends far beyond the prescribed government curriculum and enables the development of the whole child, whatever their ability

SECTION 2 - QUALITY TEACHING

Sharing Learning Objectives and Success Criteria

'Research shows that children are more motivated and task oriented if they know the learning objective of the task, they are also able to make better decisions about how to go about the task'

The purpose of the success criteria is to involve the children in the process of evaluating and recognising learning objectives achieved and why. In addition children need to understand what progress is about and work towards achieving this. Furthermore, the success criteria, makes their learning more meaningful and enhances self-esteem.

To ensure this we view the sharing of learning objectives and success criteria, as a crucial element at the heart of the process of teaching and learning. By sharing the objective we are empowering the pupils to take ownership of their work and progress and become more responsible and aware of their own learning and to become independent thinkers. In so doing, we are developing a learning culture in the school. In order to achieve this we must ensure that:

- The learning objective of the lesson is clear
- There is a whole school approach to the sharing of learning objectives
- Teachers separate the task instructions clearly from the learning objective
- We tell the children why they are learning this at all
- Pupils have the opportunity to create the success criteria with the teacher
- The learning objective and success criteria are visually displayed The success criteria must reflect a description of the outcome of the learning objective; do not simply repeat it

Learning Objectives:

Learning Objectives need to be clear for all involved (teacher, pupils, teaching assistant, observer). Our learning objectives can include, or may begin with:

We are learning:...

- To know.....(knowledge: factual information, e.g. frogs eat insects)
- To be able to.....(skills: using knowledge, using resources, e.g. write an extended Story)
- To understand.....(concepts: understanding reasons, causes & effects, how things work etc, e.g. objects fall to the ground because of the pull of gravity from the centre of the Earth)

We will

- Be aware of..... (attitude, empathy, awareness of the environment etc., e.g. recycling will help reduce land fill sites which is good for our planet)

Whole School Approach:

It is agreed that all teachers will share learning objectives with pupils as agreed:

EYFS - Reception:

Reception teachers will share the objective of an activity undertaken as a whole class, or of an activity which the children will do with the teacher in a small group. This objective will be written and referred to.

KS1 - Yrs 1&2:

Y1/2 will share learning objectives and will write them on the board. These objectives will be referred to during the teaching sessions. Y1/2 teachers will work towards developing success criteria with children.

KS2 - Yrs 3,4,5&6:

Teachers in KS2 will share learning objectives and will write them on a board. All teachers will develop success criteria with the children. These will be referred to during teaching and will be used to review the learning in the lesson.

Examples of Learning Objectives and Success Criteria:

L.O. in teacher's plan: To explore narrative order and identify and map out the main stages of a story .

L.O. shared with children: We are learning to order our own and other stories.

Success Criteria: We will have ordered the story we looked at, into our own story plan.

Aside (orally): Ordering is an important skill in reading, writing and Maths.

L.O. in teacher's plan: To be able to use and apply doubling and halving.

L.O. shared with children: We are learning to use doubling and halving in everyday life.

Success Criteria: We can show more than one way to double

and halve numbers. **Aside (orally):** This will help you in everyday life, when shopping for two of the same thing etc...

The impact of learning objectives:

The impact on children	The impact on the teacher
<p><i>Children</i></p> <ul style="list-style-type: none"> - are more focused - have more staying power - talk about the learning objective - are excited by work - are able to recognise their achievement - are pleased with their outcomes - their emphasis moves from completion of the task to achievement of the learning objective - work for themselves rather than the teacher - say 'what are we going to learn?' rather than 'what are we going to do?' - children soon demand the learning objective, they realise how important it is to their understanding of the task - children are more likely to express their learning needs - a learning culture develops in the school - children start to use the language of learning rather than the language of activities - the quality of work improves - poor behaviour will improve as 'task focus' increases - children have greater ownership of the lesson - children are automatically put into a self-evaluative position - children are more enthusiastic about learning 	<p><i>Teacher</i></p> <ul style="list-style-type: none"> - teachers become more focused on the L.O. than the activity - it sharpens teachers' understanding of the L.O. - raises teachers' expectations - it makes teaching focus on quality rather than getting things done - teachers are more critical of activities, focusing on whether they would enable children to meet the L.O. - stating the 'aside' (orally) encourages us to make links with other areas of learning - stating the objective reinforces the relevant vocabulary - stating an objective makes a plenary or reflection session a necessity

Effective Questioning and Thinking Skills

Teachers' questioning skills are key to children's learning. Challenging questions that dig deep into children's understanding and promote their thinking helps brain development. The children are given tasks which are just out of their reach but which build on previous understanding ('the zone of proximal development'). Through the struggle to make sense of what they are grappling with, the children accelerate their learning and develop further their ability to think. In this way teachers become facilitators of children's thinking and learning. They ask children pertinent questions at the 'right' moment and this encourages independence of thought and builds intelligence. Making connections between ideas and knowledge is at the heart of intelligent thought processes and develops independent problem solving. Studies have shown that progress is accelerated through this approach.

This way of working is in line with CAME research and practice which is based on Piaget and Vygotsky.

SECTION 3 - INCLUSION

INCLUSION AT GRAFTON

Teaching, learning and assessment at Grafton is inclusive of all children regardless of their ability, age, gender, type of family, religion, race or culture. Furthermore, Grafton's long history of inclusion has cultivated a diversity within the school which we believe provides the richest teaching and learning environment. Children's learning is enhanced through a variety of teaching specialist support; as well as in the classroom, this support is provided in small groups and one-to-one settings; for example, language and communication, therapy, social skills and Catch Up reading and numeracy. All adults working with pupils work closely together to assess needs and progress and ensure that provision is of a consistently high standard; this informs individual education plans, which in turn informs practice.

SECTION 4 - PLANNING AND EVALUATION

Background:

Planning is often identified as one of the most important criteria for effective teaching. This is the kind of teaching that is most likely to raise standards and improve pupil performance.

Good planning always follows effective evaluation, which informs our practice, as part of the teaching and learning cycle. Effective teaching and learning is achieved when all staff have a clear sense of direction and share a common planned curriculum that is appropriate to each year in the school.

In order to comply with the demands of the National Curriculum and to enable effective monitoring, it is essential that there is consistency in planning across the Key Stages.

The following list outlines some of the main reasons why planning is crucial:

- To ensure equality of opportunity for all
- To ensure entitlement, which is specific to need
- To ensure high achievement for all
- To ensure correct & legal coverage of the curriculum
- To ensure that there is a creative and challenging curriculum with thinking skills and quality questioning at its heart
- To ensure the best possible use of the knowledge and skill base available
- To share teacher expertise
- To assist in thorough preparation for teaching
- To ensure consistency and progression throughout the school
- To prevent repetition and ensure that pupils' knowledge and skills are built upon and developed
- To ensure the best possible use of human & material resources
- To plan ahead and communicate the plan to all staff, outside agencies, and all those involved with the school community
- To hold people accountable for the standard of teaching and learning.

The planning in the school is of a high standard and is something that clearly contributes to the high standard of teaching and learning.

LEVELS OF PLANNING:

Long Term Plans (Curriculum Plans for Autumn, Spring, Summer including Schemes of Work from QCA, LCP and National Strategies)

This is a whole school document compiled and updated by the SMT in collaboration with year teams. It outlines the curricular provision that we offer to all children in the school over a one- year cycle. The LTP does not include reference to English and Maths as this content is drawn from The Primary Framework.

The LTP is a balanced and broad combination of QCA, LEA and LCP units of work, alongside the school's creative and aspirational curriculum.

Medium Term Plans

The Medium Term Plan outlines the overall content in each subject. This helps to ensure that the curriculum moves at a good pace and ensures appropriate balance between the different subject areas.

The Medium Term Plans for each subject show, in a more detailed way, the outline for the teaching units. These plans outline the learning objectives, tasks, differentiation, resources, vocabulary and evaluations (assessment notes). These are used as a basis for all teaching within each year group.

Copies of all the above plans are kept by each year group and in central school files held by the SMT.

Short Term Plans (Weekly Plans)

For English and Maths, weekly plans are completed in the agreed format. They are then kept in class planning files with the associated resources. These plans all include key objectives, differentiated tasks, higher-order questioning, assessment opportunities, resources, key vocabulary, G&T/focussed children and next steps.

Weekly plans for the foundation subjects are completed in the agreed format. Daily plans are kept in a format most useful for the individual teacher.

Monitoring and Evaluation

It is the responsibility of the appointed staff for collecting planning.

The Head and Management team and co-ordinators will monitor planning termly, as outlined in the Monitoring and Evaluation Policy through class observations and through planning formats. Feedback is given to staff by the Headteacher. Plans are available in the staffroom to be seen by all co-ordinators and share good teaching practice.

Communicating with parents

The Termly Curriculum Report is completed by year teams and sent home to parents at the beginning of each term. It is also displayed on the class notice board. Further information is made available on the school website.

SECTION 5 - ASSESSMENT

Assessment can take many forms and can be used for different purposes. It can be formative or summative.

The following characteristics are generic to all assessment that promotes learning:

- It is embedded in the teaching and learning, and is seen as an essential part of this
- It involves sharing learning objectives and success criteria with pupils
- It aims to help pupils to know and recognise the standards they are aiming for
- It involves pupils in self-assessment; it provides feed-back which leads to pupils recognising their next steps and how to take them
- It is underpinned by confidence that every pupil can improve
- It involves both teachers and pupil reviewing and reflecting on assessment data
(Assessment for learning: Beyond the Black Box, Assessment Reform Group, 1999)

(i) SUMMATIVE ASSESSMENT

The following chart shows the agreed summative assessments undertaken in school:

Year Group	Autumn Term	Spring Term	Summer Term
N	ECAT Baseline Assessment Case Studies	ECAT	ECAT
R	Individual Child Progress Baseline Assessment Tracker Writing Samples ECAT Phonics -RML Case Studies	Individual Child Progress Tracker Writing Samples ECAT Phonics -RML	Individual Child Progress Tracker Electronic Profile Tracking Writing Samples ECAT Phonics-RML
1	Reading Assessments (PM Benchmark) Sight words Phonics - RML Levelled writing samples 1:1 Maths Assessments Case Studies	Reading Assessments (PM Benchmark) Phonics - RML 1:1 Maths Assessments	Reading Assessments (PM Benchmark) Phonics screening 1:1 Maths Assessments Science - end of unit QCA
2	Reading Assessments (PM Benchmark) Sight words Phonics - RML Levelled writing samples Ginn Maths (Y1 Summer Test) Case Studies	Reading Assessments (PM Benchmark) Levelled writing samples SATs practice papers - Reading - Writing - Maths	Reading Assessments (PM Benchmark) Levelled writing samples SATs - Reading - Writing - Maths Science - end of unit QCA
3	Reading Records Levelled writing samples Ginn Maths (Y2 Summer Test) Case Studies	Reading Records Levelled writing samples Ginn Maths (Y3 Spring Test)	Reading Records Levelled writing samples Optional SATs Science - end of unit QCA
4	Reading Records Levelled writing samples Ginn Maths (Y3 Summer Test) Case Studies	Reading Records Levelled writing samples Ginn Maths (Y4 Spring Test)	Reading Records Levelled writing samples Optional SATs Science - end of unit QCA

5	Reading Records Levelled writing samples Ginn Maths (Y4 Summer Test) Case Studies	Reading Records Levelled writing samples Ginn Maths (Y5 Spring Test)	Reading Records Levelled writing samples Optional SATs Science - end of unit QCA
6	Levelled writing samples Baseline SATs: - Reading - Writing - Maths Case Studies	SATs practice papers Speaking and Listening	SATs - Reading - Writing - Maths - Science

ASSESSMENT WEEK IS DURING THE SECOND HALF OF EACH TERM

The outcomes of the above summative assessments will be put on Target Tracker/SIMS. All summative data is recorded and analysed in RAISEonline and the SMIF report. Ongoing teacher assessments will be done in all subjects.

(ii) FORMATIVE ASSESSMENT

Formative assessment is an active and ongoing process in the classroom between the teacher and the pupil. The following areas are all part of the formative assessment:

- Clarifying the learning objective - at the planning stage
- Sharing learning objectives with pupils when teaching
- Involving children in self-evaluation against the learning objectives and the success criteria
- Focussing oral and written feedback around the learning objectives of the lessons
- Organising individual target setting so that children's achievement is based on previous achievement as well as aiming for the next level up - conferencing with children
- Using appropriate questioning to reveal levels of understanding during the lesson (Bloom's Taxonomy)
- Raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated

One of the major uses of formative assessment is when teachers give feedback to pupils in the form of marking or oral feedback - this is the Assessment for Learning

approach. In addition Grafton uses the Whole School Pupil Review to identify the strengths and needs of its pupils and sets targets for improvement in all subjects.

MARKING AND FEEDBACK

Core Purpose of Marking


We believe feedback and marking should be constructive for every child, focusing on success and improvement needs set against learning objectives: enabling children to become reflective learners and helping them to close the gap between current and desired performance through identifying next steps.

Agreed Principles for Marking across the school

Marking should...

- Be consistent across the school
- Be manageable for teachers
- Relate to the learning objectives which are shared with the pupils and are part of Assessment For Learning
- Involve all adults working in the classroom
- Give increasing opportunities for pupils to reflect on their work and on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process
- If applicable, link to previous work
- Inform future planning and individual target setting.

Agreed Marking Codes:

- ✓ This indicates that the L.O. has been met successfully
- SP Underline a word, indicates an incorrect spelling
Also write correct word, or initial letters, for incorrect spelling where appropriate
- / Start a new line
- // Start new paragraph
- F Work needs finishing
-  If work is incorrect then write a speech bubble - come and see me. 'Next Steps' are to be reinforced via conferencing

Red Ink Teachers mark in red ink

Continuous Cursive to be used at all times when marking children's work

Target Setting

Each half term the teacher sets approximately 3-4 targets that children tackle each time they complete a piece of work. These targets should be agreed with the child ensuring that they understand what is expected and why. They can be recorded inside a 'cloud' shape or rain drop or bubble etc. This makes targets easily identifiable. Teachers can choose their own shape. Targets are best kept at the front of children's books so that they can be quickly located.

Supply Teacher

Work which is marked by a supply teacher should always be initialled.

Work Marked by Teaching Assistants

Work marked by Teaching Assistants, where appropriate or possible, should be of a closed nature, e.g. specific work which has been agreed with the class teacher.

Volunteers and Parent helpers should never mark work

Different Strategies for Marking:

Summative Marking:

- This should consist of ticks if correct and left blank if not.

Formative Marking:

- **Oral feedback** - this takes place throughout the lesson and helps children work closely towards the learning objective
- **Spelling, punctuation and grammar** - does not have to be marked in every piece of writing. It is acknowledged as good practice, for children to check/edit their own work (with or without partners) prior to the teacher marking it. Feedback should be given to the child about those areas in which the child is doing well and those other areas the child needs to focus on. This should include written suggestions to enable the child to progress. This will also mean that some aspects of the work are unmarked, but over time will be marked.
- **Self marking** - it is appropriate for children to mark/edit their own work. This means they can identify their own successes and look for improvement points.

The plenary can then focus on this process as a way of analysing and learning. The children's half-termly individual targets should always be addressed.

Children use green ink when marking their own work.

- **Paired marking** - it is appropriate to encourage children to mark their work in pairs. This gives them a sense of independence as well as responsibility. It offers opportunities for them to share their work and encourages positive partnership and sharing of information. The children's half-termly individual targets should always be addressed. **Children use green ink when marking each other's work.**
- **Shared marking** - using children's work on a Visualizer or scanned onto the IWB, models the marking process and teaches specific points. Another strategy is to show pieces of levelled work and discuss their differences using the above technology.
- **Assessment For Learning (AFL) - Quality marking** - not all work can be quality marked. We agree that extended writing in Year 2 and KS2 will be quality marked. The emphasis in marking should be on both success and improvement needs set against the learning objective. Focused comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. All marking should reference children's half termly targets.

The following outlines the process for AFL marking:

- Use agreed marking codes as appropriate
- Refer to the half termly individual targets set for each child where appropriate
- Highlight two places where the child has written best aspects against the learning objective. Marking work with a highlighting pen may also be used in other areas to indicate success. E.g. if the learning objective involved the use of specific scientific vocabulary then the teacher may highlight appropriate use of these words
- At the bottom of the page indicate with a * two 'next steps'. These should be specific attainable improvements that the child will understand. Children should then act upon these ways forward in their next piece of work. Teachers must follow this through and ensure children make these 'next steps' in order for expected progress to take place quickly.

The following are examples of 'next steps' prompts:

- ***A reminder prompt*** - most suitable for 'silly' mistakes or 'sloppy' work. This simply reminds the child what could be improved, e.g. 'check your workings' or 'go back and write in the missing full stops'
- ***A scaffold prompt*** - most suitable for children who need more structure than simple reminders, this prompt provides some support, e.g. 'can you describe how this person is a good friend'
- ***An extension prompt*** - where more detail is required for interest 'say more about how you feel about this person'
- ***An example prompt*** - successful with 'struggling' children. This prompt gives a choice of words and phrases e.g. 'choose one of these sentences to describe the friend in your story'....

Early Years practice: includes Observation Records and Special Books and these are carried out throughout the year.

(iii) Record Keeping and Reporting

Parents' Evening

Every term, there is a parents' evening where parents and teachers can discuss children's progress and look at work. Teachers need to be well prepared and keep notes re the discussions with parents.

End-of-year reports

All teachers write formal reports for every child at the end of the summer term. These cover all subjects in the school curriculum.

Teacher to teacher meetings

Each teacher passes set information to the next teacher at the end of the school year. In September, the receiving teachers meet and agree summer term levels with the previous teacher.

Year group records

Nursery

- Home visits for all children starting in the Nursery
- On- going long and short observations
- Baseline Assessment
- Parent Conferencing

- Target setting and tracking children's development to determine progress/need
- Child Observation Record
- Special Books of Learning
- Termly Pupil Review
- Photographic Evidence
- End of year Profile Books
- End of year report to parents
- Termly Mathematics assessment following The Development Matters
- Termly EAL Observations
- RML Termly
- Every Child A Talker (ECAT)

Reception

- Home Visits for New Intake to Grafton
- On-going assessment and evaluation
- Parent Conferencing
- On-going long and short observations
- Child Observation Record
- Special Books
- On-going Reading Records
- Assessment of the 7 Areas of Learning:

Prime Areas are:-

- 1 PSED
- 2 Communication and Literacy
- 3 Physical Development

Specific Areas are:-

- 4 Mathematics
 - 5 Literacy
 - 6 Understanding the World
 - 7 Expressive Arts and Design
- Ruth Miskin phonics testing
 - Termly pupil review
 - Target setting and tracking children's development to determine progress/need.
 - Special books of Learning
 - Photographic Evidence
 - End of Year Profile Books
 - End of year report to parents
 - Every Child A Talker (ECAT)

Year 1

- Levelled written work for tracking
- Ongoing annotated samples of work in areas of the curriculum for assessment
 - one sample of work in each curriculum area each term
- Ongoing Reading Records
- Assessment for Learning in English and Maths
- APP in English and Maths (8 children)
- Ruth Miskin phonic testing
- National phonics test in Summer Term
- Whole school Pupil Reviews - once per term
- Target setting and tracking pupils' progress in Maths, English (including Speaking & Listening) and Science, to determine progress and need using Target Tracker
- Profile Books
- G+T identification
- End of year report to parents

Year 2

- Levelled written work for tracking
- Ongoing annotated samples of work in areas of the curriculum for assessment.
 - one sample of work in each curriculum area each term
- Ongoing reading/comprehension records
- Assessment for Learning in English and Maths
- APP in English and Maths (8 children)
- Ruth Miskin phonic testing
- Ginn Maths
- Whole school Pupil Reviews - once per term
- Target setting and tracking pupils' progress in Maths, English (including Speaking & Listening) and Science, to determine progress and need using Target Tracker
- Profile Books
- G+T identification
- End of Key Stage SATS tests in English and Maths
- G+T identification
- End of year report to parents

Year 3

- Levelled written work for tracking
- Ongoing annotated samples of work in areas of the curriculum for assessment.
 - one sample of work in each curriculum area each term
- Ongoing reading records
- Assessment for Learning in English and Maths

- APP in English and Maths (8 children)
- Ginn Maths
- Whole school Pupil Reviews - once per term
- Profile Books
- Target setting and tracking pupils' progress in Maths, English (including Speaking & Listening) and Science, to determine progress and need using Target Tracker
- End of year Optional SATS in Maths and English
- G+T identification
- End of year report to parents

Year 4

- Levelled written work for tracking
- Ongoing annotated samples of work in areas of the curriculum for assessment.
- one sample of work in each curriculum area each term
- Ongoing reading records
- Assessment for Learning in English and Maths
- APP in English and Maths (8 children)
- Ginn Maths
- Whole school Pupil Reviews - once per term
- Target setting and tracking pupils' progress in Maths, English (including Speaking & Listening) and Science, to determine progress and need using Target Tracker
- Profile Books
- End of year Optional SATS in Maths and English
- G+T identification
- CATS
- End of year report to parents

Year 5

- Levelled written work for tracking
- Ongoing annotated samples of work in areas of the curriculum for assessment.
- one sample of work in each curriculum area each term
- Ongoing reading records
- Assessment for Learning in English and Maths
- APP in English and Maths (8 children)
- Ginn Maths
- Whole school Pupil Reviews - once per term
- Target setting and tracking pupils' progress in Maths, English (including Speaking & Listening) and Science, to determine progress and need using Target Tracker
- Profile Books
- End of year Optional SATS in Maths and English

- G+T identification
- CAT's
- End of year report to parents

Year 6

- Levelled written work for tracking
- Ongoing annotated samples of work in areas of the curriculum for assessment.
- one sample of work in each curriculum area each term
- Ongoing reading records
- Assessment for Learning in English and Maths
- APP in English and Maths (8 children)
- Ginn Maths
- Whole school Pupil Reviews - once per term
- Target setting and tracking pupils' progress in Maths, English (including Speaking & Listening) and Science, to determine progress and need using Target Tracker
- Profile Books
- G+T identification
- CAT's
- End of year SATS in Maths and English
- Teacher assessment for Science

SECTION 6 - PRESENTATION GUIDELINES

Reception

- All work should be dated at the top of the page with the short date
- Each new piece of work should be started on a new page
- Work in books should be done in pencil

YEARS 1 & 2

- All Maths work to be dated with the short date, at the top of the page
- All English work to be dated with the long date, at the top of the page (SEN children can have this scribed for them)
- Titles should be written on each piece of work at the top of the page
- There should be a gap between the title and the start of the work
- Each new piece of work should be started on a new page
- In Y2 words should be written in continuous cursive handwriting
- Where questions are numbered, each answer to be written on a new line
- Rubber to be used only at the teacher's discretion
- On squared paper, one square to be used per digit

- Work should be done in pencil

YEARS 3 & 4

Maths:

- All Maths work to be dated with the short date, at the top of the page
- Titles should be written on each piece of work
- There should be a gap between the title and the start of the work
- If more than half a page remains blank, leave 3 lines and start the next piece of work. If more than half the page has been used, start on a new page
- Question numbers should have a half bracket after them and then leave a square to clearly separate them from work
- Fractions should be written in two squares
- Words should be written in continuous cursive handwriting
- Vertical calculations where possible, should be written in headed columns i.e. H T U or T,U etc.
- Work should be done in pencil
- Name and subject to be written on the front books with capital letters in correct place

English:

- All English work to be dated with the long date, at the top of the page (SEN children can have this scribed for them)
- Titles should be written on each piece of work
- There should be a gap between the title and the start of the work
- If more than half a page remains blank, leave 3 lines and start the next piece of work. If more than half the page has been used, start on a new page
- All writing should be in the continuous cursive style
- Handwriting pens can be used, but children earn the right to use a pen when their handwriting is consistently well formed and presentation is of a high standard
- Name and subject to be written on the front with capital letters in correct place

YEARS 5 & 6

Maths:

- All Maths work to be dated with the short date, at the top of the page
- Titles should be written on each piece of work
- There should be a gap between the title and the start of the work
- If more than half a page remains blank, leave 3 lines and start the next piece of work. If more than half the page has been used, start on a new page
- Question numbers should have a half bracket after them and then leave a square to clearly separate them from work
- Words should be written in continuous cursive handwriting

- Work should be done in pencil
- Digits should be aligned in column calculations
- Name and subject to be written on the front with capital letters in correct place

English:

- All English work to be dated with the long date, at the top of the page
- Titles should be written on each piece of work
- There should be a gap between the title and the start of the work
- If more than half a page remains blank, leave 3 lines and start the next piece of work. If more than half the page has been used, start on a new page
- All writing should be in the continuous cursive style
- Handwriting pens can be used, but children earn the right to use a pen when their handwriting is consistently well formed and presentation is of a high standard
- Name and subject to be written on the front with capital letters in correct place

Everyone

- All other books to follow similar guidelines
- No felt pens except for specific art work
- No writing or doodling on book covers
- All pages in writing books to be used
- Teachers to ensure that books are treated with respect and don't become dog-eared or tatty

SECTION 7 - HOMEWORK

At Grafton, we acknowledge that homework can make an important contribution to pupils' progress. Homework not only reinforces classroom learning, it also helps children to develop skills and attitudes they need for successful lifelong learning. It contributes to the partnership between home and school.

Homework can support the development of independent learning skills, including the habits of enquiry and investigation as well as specific skills e.g. multiplication tables, reading, handwriting, spelling. It can generally improve children's pace.

This policy was formulated by staff, as part of the Teaching and Learning Policy.

- DFE guidelines suggest that homework is most effective when homework tasks are structured and their purpose is explained to pupils
- There is a consistent practice across the school
- Homework is given regularly so that everyone knows what to expect
- Pupils, parents and carers are clear about what they need to do.

- There are high expectations
- Pupils receive clear feed-back
- Homework policies are monitored and evaluated

DFE guidelines recommend the following times for homework:

EYFS - Daily reading and reinforcement of sounds/graphemes

Years 1&2 - Daily reading and 1 hour per week (spellings, other literacy work and number work)

Years 3&4 - 1 Daily reading and 1.5 hours per week - English and Maths with investigative assignments in other subjects

Year5 & 6 - Daily reading and 2.5 hours per week - regular weekly schedule with continued emphasis on English and Maths and increasingly investigative assignments in other subjects

Added to the above, children can do sound work, spellings, oral multiplication tables and keep a diary.

Homework may be set over the school holidays. This helps children to keep their skills sharp and their levels consistent. If parents take children out of school during term time either for periods of sickness or other circumstances, we set work for their time out of school in order to keep them up to speed.

AGREED HOMEWORK TASKS:

Nursery

All children take books home to enjoy with their parents. When ready they begin to practise sounds at home (Fred Talk).

Reception

In reception we expect that all children should be sharing books daily with an adult. The children should practice the Ruth Miskin Phonemes and graphemes throughout the year. Children use Fred Talk at home to sound out words. Other activities that reinforce classwork will be sent home for the children to complete.

Handwriting and pattern exercise can be sent home.

Term 1:

- Reading/sharing a book daily/3xs per week. (All children have a PATCH folder, journal and appropriate reading book). Parents should sign the home/school journal to confirm that this has taken place

- Work on Phonemes and Graphemes (Fred Talk)

Term 2

- Reading/sharing a book daily and number rhymes/phonic book (Fred Talk)
- Nursery rhyme sheet to read and practise rhyming words

Term 3

- Reading daily and 5-10 spellings per week to practise
- High frequency words to recognise and spell - use Fred Talk and say
- High frequency red words recognise and spell

YEARS 1&2

In year 1 and 2 we encourage children to be more independent. All homework is an extension of work covered in school. Maths targets, spelling key words, suggested activities and handwriting formation sheets are all sent home to parents. Children are expected to spend approximately one hour per week on the following:

Reading/Literacy Work:

- This should occur every day, and parents sign or make a comment in the **PATCH** journal to confirm that it has taken place. (All children have a **PATCH** folder, journal and appropriate reading book)
- Additional Literacy work for weekend

Spellings:

- These are given out weekly. (They are tested and the results recorded.)
- Some children with special needs are given key words to match their reading level.

Maths:

- Children to be given maths work related to the week's objective

Topic:

- Children may be asked to bring in an item from home related to the topic

In the spring term, some children are asked to complete book reviews, and in the summer term, pupils are encouraged to write briefly about their week-end in their home/school journal. All children to be given a Homework folder.

YEARS 3&4

In years 3 and 4 we expect children to be independent and to be responsible for the completion of their homework. Homework will reinforce work done in school. Some work may be sent home to be completed, if the teacher feels it should have been finished in school time, or completed to a higher standard. Children are expected to spend on average of approximately 1.5 hours per week on the following:

Reading

- This should happen every day. Children should either read to an adult, or if they are more fluent readers they can read quietly to themselves. Parents are expected to sign the PATCH journal to confirm that this has taken place. (All children have a PATCH folder, journal and appropriate reading book)

Literacy Skills/ Spellings:

- Spellings are given out and tested weekly
- Specific skills e.g. handwriting practice, grammar exercises, short written pieces to be set weekly

Maths:

- Children are given tables or maths related work on a weekly basis

Topic:

- Other occasional topic work may be set throughout the school year.

The school makes available *CGP* homework books in English and Maths for parents to purchase. Homework set from these books should support the specific weekly learning objects taught in the class. All children to be given a Homework book in a folder

YEARS 5&6

In Year 5/6 pupils should be consolidating and reinforcing skills and understanding through their homework. All work set will be used as part of a plenary session. Teachers will go through the work and use it in the lesson. Homework will be communicated to parents through the home/school diary. Children are expected to spend on average of approximately 2.5 hours per week on the following:

Reading:

- Pupils will be expected to read daily

English:

- Specific skills e.g. handwriting practice, grammar exercises, short written pieces to be set weekly

Maths:

- Weekly tasks will be set - to last approximately one hour

The school makes available *CGP* homework books in English and Maths for parents to purchase. Homework set from these books should support the specific weekly

learning objects taught in the class. All children to be given a Homework book in a folder.

In the spring and early summer terms SATS practice papers will be completed at home and marking and feedback sessions take place in school.