

# Teaching, Learning and Assessment Policy

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## TEACHING, LEARNING AND ASSESSMENT POLICY

<b>Contents</b>	<b>Page</b>
<b>Teaching and Learning</b>	<b>3</b>
<b>Assessment</b>	<b>6</b>
<b>Target Setting</b>	<b>9</b>
<b>Marking and Feedback</b>	<b>9</b>
<b>Recording</b>	<b>13</b>
<b>Reporting</b>	<b>14</b>
<b>Monitoring and Evaluation</b>	<b>15</b>
<b>Links with other Policies</b>	<b>15</b>
<b>Review</b>	<b>15</b>

# Teaching and Learning

## How we see Teaching and Learning

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum that is inclusive, broad, balanced, differentiated and meets the requirements of the Education Reform Act, National Curriculum, Framework for the Early Years Foundation Stage Document, Religious Education, Collective Worship and British Values.

Organisation will vary according to the individuality of the teacher and the most appropriate style or grouping for the task. Groupings include:

- Whole class teaching
- Individual teaching
- Grouping – intervention groups, mixed ability, friendship and mixed age grouping.

It is our belief that pupils react differently to styles of teaching, therefore they need to experience a variety of teaching approaches in order to make sense of the world in which they will live and work. However it is essential that these differences are encapsulated within the agreed aims for teaching and learning at Westfield Infant School. These are to:

- offer a happy, creative and stimulating environment
- provide progression throughout the school
- provide continuity and consistency of methodology
- create a secure and disciplined environment
- develop confidence and self esteem
- encourage motivation and enable pupils to become independent, resilient learners
- create opportunities for pupils to develop SMSC awareness and an understanding of British Values.

## Principles

We see teaching and learning as a process of co-operative teamwork within our school which also involves parents/carers, our school community and embraces the wider community. All members of the Westfield Infant School Community, teaching and support staff, pupils, parents/carers and governors work towards the stated aims by:

- encouraging positive relationships and a sense of belonging to our school community
- adults and pupils showing mutual respect for each other, offering equal opportunities in all aspects of school life and recognising the importance of other cultures
- providing a consistently well ordered environment in which everyone is fully aware of expectations
- welcoming and recognising the contribution of visitors
- providing praise and positive reinforcement
- celebrating individual and corporate success.

## Practice

### 1. The curriculum and groups are organised to enable all pupils to learn effectively

- a. The curriculum in the EYFS is organised using the Framework for the Early Years Foundation Stage Document, as well as taking account of the needs of the pupils identified in the EYFS baseline assessment using Target Tracker
- b. The curriculum within Key Stage 1 is organised into topics allocated to each year group. Planning ensures that over Key Stage 1 the recommended time allocation is given to each foundation subject area and learning objectives from the National Curriculum are covered
- c. The pupils are taught in mixed ability groups in Year 1 and Year 2 for English and Mathematics,
- d. Additional staff are employed to support teaching and learning and target groups. Each Year Group is monitored for its unique needs and groups are organised according to the needs of each individual cohort.

2. **The teacher plans effectively (whole school, year group and individual planning) and sets clear objectives that are understood**
  - a. Skills and knowledge objectives and success criteria are set and communicated clearly in child speak at the start of lessons as 'I can.../I know...' statements
  - b. Materials and resources are organised and the pupils have the confidence to select and use equipment including ICT resources appropriately and independently
  - c. There is a good pace and a clear structure in a lesson
  - d. The lesson is reviewed at the end against the success criteria with opportunities for sharing outcomes. Pupils self-evaluate their work using the 'thumbs' system
  - e. The lessons are inclusive, with SEND targets and differentiation for Higher Attaining Pupils, with strengthening and deepening teaching incorporated into the planning.
  
3. **The teacher shows good subject knowledge and understanding**
  - a. The teacher has a thorough knowledge of the age expected curriculum and outcomes
  - b. Teachers are encouraged to reflect on their own subject knowledge/pedagogy and identify internal and external training opportunities to make this robust
  - c. Teachers anticipate and are able to deal with misconceptions which occur within the teaching including using strengthening and deepening teaching
  - d. Subject materials are creative and appropriate for the age of the pupil, stage of the child's development and the lesson
  - e. Skills and knowledge are made relevant and interesting for pupils so that they are motivated.
  
4. **The teaching methods used enable all pupils to learn effectively**
  - a. In all lessons consideration is given to the preferred learning styles of pupils. Auditory, visual and kinaesthetic teaching and learning styles are incorporated to enable all pupils to have the opportunity to learn to their full potential
  - b. To develop a rounded intelligence in pupils all 7 intelligences need to be taken into account in teaching and learning (interpersonal, intrapersonal, linguistic, mathematical/logical, visual/spatial, kinaesthetic and musical)
  - c. In all lessons consideration is given to the different priority groups of pupils: girls, boys, SEND, Academically More Able pupils, Pupil Premium, summer born, English as an additional language, poor attenders and prior attaining groups from the end of EYFS
  - d. The lesson is linked to previous learning and next steps in learning
  - e. The ideas and experiences of pupils are drawn upon, taking into account cultural backgrounds
  - f. Pupils are encouraged to develop their thinking skills with opportunities created for pupils to discuss and explain their ideas through partner discussions
  - g. A variety of interactive activities, tasks and questioning techniques are used. These activities provide opportunities for co-operation and initiative
  - h. Instructions, explanations and modelling are clear and specific. Expectations are provided about the nature and timing of the task
  - f. The teacher involves all pupils, listens to them and responds appropriately
  - g. Appropriate methods of differentiation and scaffolding are used
  - h. Opportunities are created for pupils to experiment, take responsibility in a supportive environment and where appropriate, take risks in order to develop resilience. The 'Learning Pit' model and 'Tough Cookie' mantra is used to achieve this alongside specific Growth Mindset teaching.
  
5. **Pupils are well managed and high standards of behaviour are insisted upon (see Behaviour and Discipline policy)**
  - a. Pupils are praised regularly for their effort and achievement
  - b. Prompt action is taken to address poor behaviour using strategies outlined in the Behaviour and Discipline policy
  - c. All pupils are treated fairly. Pupils are recognised as individuals with an equal emphasis on gender, class, race and disability
  - d. Teachers use PSHEE and Circle Time as an opportunity to teach and establish strategies to maintain high standards of behaviour.

## **6. Pupils achieve productive outcomes**

- a. Pupils remain fully engaged throughout the lesson, making accelerated learning. Strategies can include music, brain gym, holding tactile objects, etc.
- b. Pupils understand what work is expected of them during the lesson
- c. The pupil's outcomes from the lesson are consistent with the objectives set and success criteria shared.

## **7. The teacher makes effective use of time and resources**

- a. A good pace is maintained throughout the lesson
- b. Teachers use a variety of cues to manage transitions
- c. Good use is made of any support available. LSAs must have access to planning documents and are made aware of learning objectives. Activities are organised for LSAs/supporting adults to make full use of the time available. Most class based LSAs are employed from 8.30am to 3.30pm. This allows for professional dialogue and quality feedback to take place about the pupils, teaching, responsibilities, assessments etc for the day
- d. Appropriate learning resources are used, e.g. ICT equipment and the full range of outdoor facilities.

## **8. Learning at home is used effectively to reinforce and extend learning (see Homework and Learning at Home policy, and Policy for Remote Learning).**

- a. Homework is set if appropriate. Specific strategies are given when needed
- b. The activities relate to recent learning in the classroom
- c. Homework is followed up if it has been set previously
- d. Parents/Carers have opportunities to develop their knowledge and understanding of the curriculum to support their child at home through the Family Learning programme, curriculum events and, for targeted parents/carers, Firework Club.
- e. Our learning platforms Tapestry (EYFS) and Seesaw (KS1) are used to provide additional tasks that children can access at home.

## **Whole School Resources**

- a. Weekly staff meetings take place to work on action required to meet targets identified in the Strategic School Development Plan and Curriculum Development Plan. Weekly meetings also take place to provide opportunities for joint planning and curriculum development
- b. Plans have been developed using the EYFS Curriculum Guidance and National Curriculum Programme of Study
- c. Central resources are available for most curriculum areas
- d. Subject leaders have produced Curriculum Portfolios providing additional information for curriculum areas. These are continually being developed and updated
- e. All staff at Westfield Infant School aim to provide an outdoor and indoor environment that is inclusive, welcoming, tidy and clean, well organised, safe, bright, stimulating and creative
- f. Year Group teachers have PPA sessions together to develop plans, strategies and resources.

## **Resources within the classroom context**

- a. A visually pleasing and stimulating environment where the uniqueness of the pupil/class is expressed. Special emphasis is placed on phonics and spelling support within the classroom and pupils are trained and encouraged to make use of their environment to support learning.
- b. Age appropriate equipment that is well organised, clean, complete, in good order, labelled and accessible
- c. Inviting defined areas within the classroom, e.g. quiet area, carpet area, role play area, reading area
- d. Stimulating, interactive displays with things to handle, touch and talk about
- e. Working wall displays that provide an ongoing prompt for supporting pupils with their current learning
- f. Opportunities to celebrate the work produced by pupils
- g. A literacy rich environment, books available and words for pupils to read or use for work.
- h. Sufficient basic equipment for the use of the class teacher.

## Assessment

Assessment is the progress of the whole pupil throughout their education journey. Staff and governors believe that assessment lies at the heart of the process of promoting pupils' learning and is integral to high quality teaching and learning. Assessment provides a framework within which educational objectives are set, next steps in learning identified and the progress of pupils monitored. The process of assessment strengthens learning across the curriculum. In line with the Single Equality Policy and the Inclusion Policy our assessment procedures are free from bias in respect of gender, class, race and disability. Recording and reporting are the vehicles by which the information gained from assessments are communicated and acted upon.

### Position Statement

The Assessment Policy has been adapted in response to the changes in determining new agreed assessment arrangements.

The decisions that have been made for our framework of assessments have been based upon professional conversations and the DfE statutory assessment arrangements. Our aim has been to ensure assessment informs teaching and learning and ensures accurate judgements on attainment and progress for school self evaluation.

### Assessment

For further details on statutory requirements see the annual Assessment and Recording Arrangement booklet.

#### KS1

- Unless schools are directed otherwise by the DfE, the Statutory Teacher Assessment frameworks and the performance descriptors will be used to inform teacher assessments for Reading, Writing, Mathematics and Science.
- Teacher assessments for pupils are reported as P1 to P4 (Pre-Key Stage 1 standard 1 to 4), working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard for Reading, Writing and Mathematics. In Science teacher assessment is reported as working at the expected standard or has not met the expected standard.

#### EYFS

- *EYFS Baseline Assessment.* At Westfield Infant School it has been agreed that baseline assessments will be carried out in September each year and outcomes will be recorded using Target Tracker.

#### Underpinning principles of assessment

- Provides an assessment system that is inclusive and reflects the values and ethos of Westfield Infant School
- Ensures every pupil reaches their full potential as a result of a highly effective assessment policy, practices and procedures
- Helps to maintain high standards of pupil achievement and progress
- Enables teachers to plan effectively the next steps in learning for their class, for groups of pupils and for individuals, identifying areas of difficulties and strengths for intervention programmes.
- Enables pupils to know what they can already do and collaboratively plan what they need to do next and how they will achieve this. The use of What Worked Well (WWW) and Even Better If (EBI) vocabulary is used in both verbal and written feedback.
- Provides parents/carers with information about their child's attainment related to age expectations and progress against key objectives so they can effectively support their child's learning journey at home.
- Enables all stakeholders to make informed judgements about the quality of teaching and pupil attainment and progress
- Is meaningful and manageable in time and effort
- Facilitates transition from EYFS to KS1 and from school to school.

## Strategies for formative assessment

- Clarifying learning objectives from the National Curriculum at the planning stage. They are expressed in child speak as 'I can/I know' statements on the plans in KS1
- Sharing learning objectives as 'I can/I know' statements at the beginning of lessons and displaying them for pupils to refer to. These are also displayed in the work books on the headers where appropriate
- Making the success criteria explicit, enabling pupils to self-evaluate against learning objectives using the 'three thumbs' system, except in Mathematics. Where appropriate, opportunities to visually self-evaluate in Mathematics will occur
- Focusing oral and written feedback around the learning objectives, success criteria and pupils' self evaluation of learning, and informing pupils of the next learning objective (see Marking Policy section)
- Giving pupils the guidance on how to improve and opportunities to do so. They are also given opportunities to suggest ways to redraft, improve their work and improve the work of others through peer assessment opportunities
- Organising target setting so that pupil achievement is based on previous achievements as well as aiming for the next steps to be achieved (see Target Setting appendix)
- Using effective questioning to check, probe, develop understanding and appropriate action is taken to consolidate or extend learning

## Framework for Assessment

At Westfield Infant School we have agreed to use Target Tracker as an assessment and tracking tool in EYFS and KS1. This is supported by additional attainment and progress trackers for Years 1 and 2 whereby comparisons to National data can be made and EYFS progress trackers to monitor the progress of prior attaining groups.

## Early Years Foundation Stage

- Baseline assessments are carried out on entry in the Autumn first half term
- All pupils are targeted to achieve the Early Learning Goals (ELG) across all areas of learning
- Pupils are assessed using the EYFS document and progress is tracked across the Development Matters stages of learning. These are entered onto Target Tracker at the end of each term and on internal trackers
- The Early Years Foundation Stage Profile is completed at the end of the Summer Term. Attainment at the end of year is reported according to age related expectations and is reported as 'Emerging' 'Expected' or 'Exceeding'. Judgements are based on cumulative observational evidence recorded over the course of the year. This is submitted to the LA and recorded on Target Tracker and internal trackers for the internal analysis.

## Year 1 and Year 2

- Challenging targets are set for attainment and progress for the end of the academic year
- Pupils are assessed against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. These are derived from the National Curriculum objectives, Programme of Study and, in Year 2, the Teacher Assessment Framework
- The achievement of each pupil is assessed on the relevant criteria in Reading, Writing and Mathematics and entered onto Target Tracker at the end of each term. Termly attainment is entered onto the Attainment and Progress tracker for analysis and identification of pupils requiring intervention
- The National analysis and evaluation of data – Analyse School Performance (ASP) – now looks at the attainment of 'All' and 'Disadvantaged' pupils for pupils at the end of Key Stage 1 and reports on the percentage of all pupils achieving the expected standard in Phonics at the end of Year 1
- LA analysis and evaluation of data – Liaise – looks at the attainment of different pupils groups and provides National and Local comparative figures
- The expected tracking journey of a pupil through KS1 for the different groups would therefore be:

End EYFS	Autumn Year 1	Spring Year 1	Summer Year 1	Autumn Year 2	Spring Year 2	Summer Year 2
Emerging	p-level	p-level to 1b	p-level to 1w	p-level to 1s	p-level to 2b	*p-level to 2w
Expected	1b	1w	1s	2b	2w	2s

Exceeding	1b+	1w+	1s+	2b+	2w+	2s+
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\*Pre-Key Stage 1 standards 1 to 4 would be used for pupils engaged in subject-specific study, working above P4 and below 'Working Towards the Expected Standard'

For Emerging and Expected pupils, the '+' may be used to record the small steps of progress made during KS1.

- At the end of the academic year assessments in the Foundation Subjects are entered onto Target Tracker. For most pupils, attainment will be recorded as 'Met the age expectations' (s) or 'Not met the age expectations' (w). For pupils working significantly below the age expectations, lower attainment bands will be recorded
- Where a pupil is assessed as 'secure+' for that year they will also be assessed against the criteria for working at greater depth within the expected standard in Reading, Writing and Mathematics
- Where a pupil is not engaged in subject-specific study, their attainment will be assessed using P1 to P4
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and statutory testing for pupils at the end of Key Stage 1
- From Spring Term 1 onwards in Year 2, key pieces of independent writing will be marked using the DfE Teacher Assessment Framework tick sheet to support the End of Key Stage 1 judgements. Evidence within the piece of work will be highlighted in green
- From Spring Term 1 onwards in Year 1, key pieces of independent writing will be marked using an in-house tick sheet to support the End of Year 1 judgements. Evidence within the piece of work will be highlighted in green
- The Teacher Assessment Framework and Exemplification materials are used to support accurate Teacher Assessments at the end of Key Stage 1
- Assessment judgements are moderated by colleagues in school, by colleagues in other schools, by an external consultant and by the LA (when selected) to make sure our assessments are honest, fair, reliable and valid.

### **We aim to assess**

The whole child:

- behaviour
- creative skills
- physical development
- attitude, resilience, motivation and co-operative skills
- social/emotional development
- health/welfare.

### **Contributions to assessments are made by:**

- teaching staff and LSAs
- SENDCo
- the Headteacher
- ELSA (Emotional Learning Support Assistant)
- external agencies, i.e. Educational Psychologist, Learning Support Service, Behaviour Support Service, , Speech and Language Therapy Service
- parents/carers
- peers
- pupil self-assessment.

### **Ensuring accuracy and consistency**

In order to ensure accuracy and consistency in assessment staff take part in regular moderation activities.

These include:

- moderation within year group teams
- whole school moderation
- moderation with other schools
- EYFS and Year 2 teaching staff attend LA training courses.



## **Comparisons**

The school uses information about its performance compared to previous years, National comparative figures, and LA comparative figures for Reading, Writing Mathematics and Science at the end of Key Stage 1. Comparisons between 'Groups of Learners' performance are also thoroughly analysed. The Assessment co-ordinator and management team produce analyses for EYFS, Year 1 Phonics Screening and End of Key Stage 1 (see School Data File) to inform self-evaluation.

## **Target Setting**

### **Targets the school has set**

Target setting will involve all teaching staff in the identification and creation of achievable, challenging and measurable targets based on previous achievement, aiming to raise self-esteem and fulfil learning potential.

The school uses a forecasting process to help set challenging whole school targets, taking into account National data and characteristics of the cohort. Analysis of baseline achievements from the EYFS, end of EYFS achievements and continuous teacher assessments enables us to set targets in Reading, Writing and Mathematics.

The National and LA analysis and evaluation of data has changed resulting in ASP presenting school attainment figures only for 'All' and 'Disadvantaged' pupils and comparing these to National outcomes. This has a significant impact on our target setting process and setting challenging targets that aim for pupils to make 'value added' progress.

Targets and ongoing monitoring ensure pupils are on track to achieve their expected outcomes and identify those 'off track' so effective intervention can be put in place.

### **Target setting principles**

At Westfield Infant School we set targets with pupils in the following ways:

- targets based on Baseline EYFS, end of EYFS and ongoing teacher assessment throughout Key Stage 1
- attainment and progress targets are linked to priority groups and diminishing the difference between groups of learners
- targets will be supported and met by effective teaching, learning and Assessment for Learning strategies
- targets are monitored termly and priority groups are identified for intervention
- in Key Stage 1 targets are shared with parents/carers during Pupil Progress Meetings in the Autumn and Spring term using a summary sheet. Progress and attainment is shared in the pupil's Annual Report
- in EYFS, expectations are shared with parent/carers during Pupil Progress Meetings in the Autumn term. In the Spring term, parent/carers are informed of the progress against these expectations using a summary sheet. Progress and attainment is shared in the pupil's Annual Report
- Lesson targets (I can/I know) are expressed using language which is accessible to the pupils
- targets are reviewed and monitored by external consultants, the LA, governors, the Headteacher, Assessment Co-ordinator, subject leaders, teachers and pupils
- Target setting will be monitored, supported and reviewed as part of the school's SSDP and SEF.

## **Marking and Feedback**

### **Principles**

At Westfield Infant School we believe feedback and marking should provide constructive feedback to every child. Feedback and marking should focus on progress against previous personal best, success and improvement needs against learning intentions/success criteria and targets. Feedback and marking should enable pupils to become effective learners.

### **Marking feedback should:**

- follow the agreed format in Year 1, Year 2 and MLD Unit where teaching staff can assess the learning objective and indicate to the pupil whether they are 'beginning to', 'nearly can' or 'can'

- in EYFS, use stamps and written codes that include 'verbal feedback' supported by the discussion had with the pupil.
- ensure that pupils retain ownership of work to maintain confidence and positive self-esteem
- relate to the learning intentions/success criteria/targets which have been shared with the pupils in child speak 'I can.../I know...'. Pupils need to thoroughly understand what they are being asked to learn and how they will know when they have been successful. Marking too many aspects of work can be overwhelming for pupils and destructive
- relate to the self-evaluation the pupils have recorded on the 'three thumbs' system
- involve all adults working in the classroom, where a Learning Support Assistant has worked with a focus group they may use stickers, recording sheets, post-its, comments etc
- give pupils the opportunities to become aware of and reflect on how as well as what they are learning and their future learning needs
- give recognition and appropriate praise for achievement, focus on effort and strategies
- avoid comparisons with others giving clear, specific strategies for improvement and next steps in learning.
- allow specific time for pupils to reflect and respond to marking, providing a corrective process which is both progressive and constructive
- respond to individual learning needs, marking face-to face with pupils where appropriate
- inform future planning and target setting
- be accessible to pupils
- use consistent codes throughout the school.

### **Self and peer marking**

Pupils should self and peer assess wherever possible. We recognise that this is a skill that needs to be taught. Teachers should encourage self and peer assessment by establishing regular routines that allow pupils to reflect and talk about their learning. Self and peer assessment opportunities should be built into classroom activities with clear explanations of why they are doing it, making it regular and taking it seriously. Pupils can identify their own successes against given learning intentions/success criteria and look for improvement points. In Year 2, the yellow highlighter is used by pupils from Spring Term 2 onwards.

The plenary can then focus on this process as a way of analysing the learning. The 'three thumbs' system is used by pupils. The upwards thumb indicates 'I understand this', the sideways thumb indicates 'I am beginning to understand this but would like a bit more practice' and the downward thumb indicates 'I am not sure about this and would like some more teaching'.

Staff have agreed that pupils are to use one line through their work to indicate mistakes. Erasers are only to be used by a member of staff.

### **Method of marking**

It has been agreed that all marking at Westfield Infant School is to be carried out in pen using blue or black ink.

Not all pieces of work can be 'quality marked'. Professional judgement should be made to ensure that marking remains manageable and effective.

The emphasis in the marking should be on both the success against learning objectives and next steps. Focused comments should help the child in 'narrowing the gap' between what they have achieved and what they should have achieved and improvements. Be aware of general unfocused comments. New staff have the opportunity to see high quality marking in work sampling.

### **Codes**

When required, a range of written codes are used to indicate the level of support etc

I Independent Work                      H Help given                      SC Self corrected

### **Writing**

Common word mistakes

Discuss/write down words for pupils to copy if appropriate

Unsatisfactory work

Improvements to be made should be identified. An opportunity should be given for pupils to do the work again and improvements recognised.

## Mathematics

No crosses are to be used. A dot means have another go.

✓ A tick means correct

## General

- All work should be dated
- **All marked work should be initialled by the adult who marked it, if that adult is someone other than the class teacher**
- A tick indicates that the teacher has seen the work and the work is acceptable, this will sometimes be accompanied by a comment
- Comment/Code to be used if the work has been aided
- Teachers comments can include any strategies the pupil has used to support their learning e.g. Mathematics - apparatus, English – dictionary
- Personal comment or teacher enquiry/questioning can be used to extend pupil learning, but teachers must allow for response
- Stars/Smiley faces indicate good work/tried hard
- Stickers mean what they say
- Stickers from the Headteacher for exemplary work or effort. Teachers should try to ensure that every pupil goes to the Headteacher at least once in an academic year
- Comment can be made from another teacher which they then initialled
- 'Sp' may be recorded in the margin to identify incorrect spelling of a word the pupil is expected to spell correctly. 'Sp' words will be picked up in future learning
- Comment to be made if work is done during the holiday or prolonged absence
- When work is completed as a catch up activity, this is indicated at the beginning of the work.

## Unfinished work

- Pupils will always be encouraged to complete work
- An explanatory comment will accompany work that has not been completed
- Every effort should be made to enable absent pupils to catch-up with missed work. This includes completing work at home, with an LSA, use of non-core curriculum time, etc.
- Comment written if work is completed at home

## Colour code for records

Pink	Baseline	Yellow	At the end of Term 1
Blue	At the end of Term 2	Green	At the end of Term 3

FRAMEWORK FOR ASSESSMENT		
TERM 1	TERM 2	TERM 3
EYFS		
<ul style="list-style-type: none"> <li>• Baseline Assessment</li> <li>• Target Tracker Developmental stages</li> <li>• Challenging targets set and reviewed</li> <li>• Tapestry</li> <li>• On-going observations</li> <li>• Writing, Mathematics, Reading and Phonics Assessments</li> <li>• Autumn Pupil Progress Report completed</li> <li>• Reading ongoing</li> <li>• High frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker Developmental stages</li> <li>• Targets reviewed</li> <li>• Tapestry</li> <li>• On-going observations</li> <li>• Writing, Mathematics, Reading and Phonics Assessments</li> <li>• Reading ongoing</li> <li>• High Frequency words</li> <li>• Spring Pupil Progress Report completed</li> <li>• Small steps trackers</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker Developmental stages</li> <li>• Tapestry</li> <li>• On-going observations</li> <li>• Writing, Mathematics, Reading and Phonics Assessments</li> <li>• Reading ongoing</li> <li>• High Frequency words</li> <li>• Annual Report completed</li> <li>• Summative EYFS profile completed</li> </ul>
Year One		
<ul style="list-style-type: none"> <li>• Challenging targets set and reviewed</li> <li>• Target Tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker Attainment for Reading, Writing and</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker Attainment for Reading, Writing and Mathematics for all pupils completed with end of</li> </ul>

<p>Attainment for Reading, Writing and Mathematics for all pupils</p> <ul style="list-style-type: none"> <li>• Autumn Pupil Progress Report completed</li> <li>• SEN pupil Westfield Support Plan review</li> <li>• Year 1 Phonic Screening Check 'mock'</li> </ul>	<p>Mathematics for all pupils</p> <ul style="list-style-type: none"> <li>• Targets reviewed</li> <li>• SEN pupil Westfield Support Plan review</li> <li>• Spring Pupil Progress Report completed</li> <li>• Year 1 Phonic Screening Check 'mock'</li> </ul>	<p>year age expectation judgements</p> <ul style="list-style-type: none"> <li>• Foundation subject objectives with end of year age expectation judgement</li> <li>• SEN pupil Westfield Support Plan review</li> <li>• Year 1 Phonics Screening Check</li> </ul>
Year 2		
<ul style="list-style-type: none"> <li>• Challenging targets set and reviewed</li> <li>• Target Tracker Attainment for Reading, Writing and Mathematics for all pupils</li> <li>• Year 2 attainment and progress tracker</li> <li>• Autumn Pupil Progress Report completed</li> <li>• SEN pupil Westfield Support Plan review</li> <li>• Year 2 Phonic Screening Check 'mock'</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker Attainment for Reading, Writing and Mathematics for all pupils</li> <li>• Year 2 attainment and progress tracker</li> <li>• Targets reviewed</li> <li>• SEN pupil Westfield Support Plan review</li> <li>• Spring Pupil Progress Report completed</li> <li>• Year 2 Phonic Screening Check 'mock'</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker Attainment for Reading, Writing and Mathematics for all pupils completed with end of year age expectations Teacher Assessments completed</li> <li>• Year 2 attainment and progress tracker</li> <li>• GPS, Reading and Mathematics tests administered and overall TA in Writing</li> <li>• Foundation subject objectives with end of year age expectation judgement</li> <li>• Phonic Screening Check for pupils who did not pass in Year 1</li> <li>• SEN pupil assessments against P-levels/Pre-key stage 1 standards</li> <li>• Annual Report completed</li> </ul>

MLD unit		
<ul style="list-style-type: none"> <li>• P-level assessment trackers in English (reading and writing) and Mathematics</li> <li>• Support Plan targets</li> <li>• Pupils in each year will follow statutory assessments as above</li> <li>• Autumn Pupil Progress information completed</li> <li>• Evidence for Banding</li> <li>• Annual reviews</li> </ul>	<ul style="list-style-type: none"> <li>• P-level assessment trackers in English (reading and writing) and Mathematics</li> <li>• Support Plan targets</li> <li>• Pupils in each year will follow statutory assessments as above</li> <li>• Spring Pupil Progress information completed</li> <li>• Evidence collected for End of Key Stage judgements</li> </ul>	<ul style="list-style-type: none"> <li>• P-level assessment trackers in English (reading and writing) and Mathematics</li> <li>• Support Plan targets</li> <li>• Pupils in each year will follow statutory assessments as above</li> <li>• Evidence collected for End of Key Stage judgements</li> <li>• Annual Report completed</li> </ul>

## Recording

### Records Kept and Transferred Within School

Records are kept in many ways. These include:

- Pupils work, current work book
- CPOMS
- Pupil Progress meeting notebooks
- Reading Records including book band tracker
- Phonics Practise tracker for Year 1 pupils and those in Year 2 who did not meet the expected standard
- SEN records
- Family information.

### Records Passed at Transfer to Westfield Junior School

- Attainment data for Reading, Writing, Mathematics and Science and other attainment information as required
- CPOMS (including family, medical and behaviour information)
- Receiving schools that do not subscribe to CPOMS receive a printed copy of CPOMS records
- Last page of the Reading Records for each pupil including a record of book band
- SEN information, Westfield Support Plans and SEN records including copies of reports from external agencies
- DfE Phonics Screening Check for Year 2 pupils who did not meet the expected standard in Year 2
- LMLS banding

### To other Key Stage 2 Schools

#### To the class teachers

- Pupils' work, the last set of work books
- Reading sheet with current reading band recorded
- DfE Phonics Screening Check for Year 2 pupils who did not meet the expected standard in Year 2
- Westfield Support Plans and SEN records including copies of reports from outside agencies
- Foundation subject recording sheet
- Target Tracker grids for Reading, Writing and Mathematics.

#### To be transferred via Arbor

- EYFS e-profile
- Year 1 Phonic Screening Check
- Mathematics, Reading and Writing Assessments
- Pupil information eg Higher Attaining Pupils, FSM, Pupil Premium etc.

#### To be transferred via individual pupil record cards

- Individual end of year reports to parents/carers
- General information
- Medical information
- Attendance information.

### Records for Transfer to another School

When a pupil transfers to another school during the academic year or at the end of an academic year notification will come from the transfer school. The Common Transfer Form needs to be completed within 10 working days. The information is then transferred electronically. All other records need to be collated and transferred within this 10 day deadline. A progress report including the most up-to-date information should be included.

## Reporting

The staff and governors of Westfield Infant School value and promote partnership with parents/carers. Pupil achievements are reported to parents/carers by:

- Informal communication (initiated by the teacher or parent/carer)
- Pupil Progress Meetings with teachers during the Autumn Term to discuss settling in, attainment, highlight strengths and development needed. An interim Pupil Progress summary is provided for the parents/carers sharing current attainment and targets
- Pupil Progress Meetings with teachers during the Spring Term to discuss progress, attainment, highlight strengths and development needed. An interim Pupil Progress summary is provided for the parents/carers sharing current attainment and targets.
- Annual Reports are sent out in July which include attendance returns. For Year 1 pupils these will include the Phonic Screening Check outcome and for Year 2 pupils the end of Key Stage 1 attainment. Year 2 pupils who retake the Phonic Screening Check will have their outcomes reported
- New Westfield Support Plans and reviews are discussed with parents/carers three times a year
- The graduated response is used to assess if a pupil requires support that is 'additional to or different from' their peers; identifying pupils making less than expected progress given their age and individual circumstances. Initial concerns are discussed with parents through the Initial Concerns Checklist Part 1. Additional support and evidence is then recorded on the Initial Concerns Checklist Part 2 and the graduated response used. At an agreed review date it is decided whether it is appropriate from the evidence collected to place them on the SEND record and a Westfield Support Plan can be put in place
- Westfield Support Plans and reviews are discussed with parents/carers towards the end of each term. These plans will be documenting the individual graduated response for the pupil throughout each term.

### Reporting to Parents/Carers

Reports and meetings with parents/carers review pupils' progress to date, identify strengths and areas for improvement and set targets for the future. They are a key aspect of the school improvement process in raising standards.

#### Some principles of good report writing

Pupil Progress Reports should be written with the audience in mind. They should be written for parents/carers in a clear and straightforward way. Parents/Carers need to know:

- how their child is performing in relation to their potential and past achievements, to the rest of the year group and to national standards
- how their child has progressed
- whether their child is working below, at or above age related expectations in English, Mathematics and Science against national standards
- what the pupil has learned rather than what has been taught
- their child's strengths and any particular achievements including in different areas of school life, including social, cultural and academic
- areas for development and improvement, how these can be improved and how they can support their child with these
- whether their child is happy, settled and behaving well.

Pupil Progress Reports should be personal to the child. Reports should have correct grammar, punctuation and spelling. Comments should be succinct and use wording that is precise and appropriate. It is important not to obscure low achievement or under achievement by the use of faint praise or by avoiding the mention of the problem. Reports should give an accurate picture of current attainment and progress. Where necessary and possible a copy of the report in the parents/carers home language should be provided. If required, staff will make every effort to organise interpretation/translation facilities.

It has been agreed that the general comment will precede the subject specific comments and that at least two 'character words' are used to exemplify progress in addition to academic attainment.

In the EYFS it has been agreed the report will be on the seventeen Early Learning Goals and the Characteristics of Effective Learning are included in the personal comment from the pupil's class teacher. The Early Learning Goals are grouped under the seven areas of learning. The three prime areas are

Communication and Language, Physical Development and Personal, Social and Emotional Developments. The remaining Early Learning Goals are under the title Specific areas of learning and include English, Mathematics, Understanding the World and Expressive Arts and Design.

### **Parent/Carer Pupil Progress Meetings**

Parents/Carers Pupil Progress meetings are one of the best opportunities teachers have to communicate with parents/carers, tell them about progress, attainment, targets, concerns, attendance and enlist their help in motivating and educating pupils.

The Pupil Progress meetings are held between the parent/carers and the class teacher. These are a two way process and should provide an opportunity for parents/carers to ask questions and give insights into their child's performance and attitudes. The Pupil Progress meeting in the first half term enables the teacher to enlist the parents/carers help in resolving any problems the pupil is having at school.

At other times of the year when important information is shared through meetings, phone calls, etc a record needs to be added on to CPOMS.

Parents/Carers want teachers to be honest about their child's progress and attainment. The pupil's work and targets are available for sharing and to illustrate standards and other points made in the discussion. Many parents/carers appreciate specific advice about how to help their child improve, even when their child is already doing well.

It has been agreed to continue with the Pupil Progress summary. These will be given to parents/carers during the Autumn and Spring Pupil Progress Meetings. They are signed by both the teacher and parents/carers. A copy is kept in school for reference.

### **Monitoring and Evaluation**

The use and effectiveness of this policy will be monitored and evaluated through:

- Lesson observations and learning walks
- Work scrutinies
- Planning scrutinies
- Pupil interviews.

### **Links with Other Policies**

This document is linked to all other policies, both curriculum and administrative.

### **Review**

This policy will be reviewed during the Spring Term 2022.

Adopted by the Governing Board and Signed by

Chair of Governors

Date ...12.5.21