



St Martin's School

Teaching, learning and assessment policy

2021/22



Aims of this teaching, learning and assessment policy

At St Martin's, we believe that all children have the right to high quality learning opportunities which challenges, motivates, inspires and supports. Children are at the heart of everything we do and we ensure that everyone has a safe and secure learning environment to flourish in. We give children the tools to grow into mature, confident and responsible members of our community. We provide a supportive, caring, approachable, inclusive and creative learning environment, which focuses on the needs of all learners in the school. We care and listen to each other, our children, our families and our wider community. Everyone involved with the school has a positive and happy experience and leaves each day with a smile. We work together to ensure everyone succeeds. We are proud to be part of the St Martin's team and we want everyone to share this.

We do this by:

- Focusing on high quality teaching and raising standards/achievement to ensuring excellent progress for all children. Our expectations of everyone are high and we do everything we can to ensure those expectations are met.
- Offering a broad and balanced curriculum, which includes the local and community aspects of our teaching.
- Ensuring that every decision we make has the children in mind and that children's voices are heard.
- Welcoming and encouraging parent partnership.
- Engaging with and visiting the local community on a regular basis which allows us to make our curriculum real and relevant to children's lives.
- Having a high focus on well-being for pupils and staff.
- Ensuring a team approach to support and challenge each other in a safe environment.

Learning is the purpose of the whole school and is a shared commitment. At St Martin's School we recognise that education involves children, parents, staff, families and the wider community and that for optimum benefit all should work closely together to support the process of learning.

To ensure that teaching across the school is always excellent, a high degree of consistency is required for our 'Quality First Teaching'. Below are our school expectations.

High expectations

Teachers have high expectations of all children's learning, achievement, progress and behaviour. We focus on a relentless approach to ensure that every child is successful. High expectations are evident through learning and outcomes and teachers should not accept learning at a lower level e.g. writing levels in a curriculum area must be the same standard as in writing lessons. We expect pupils to be able to verbalise their learning so that they can explain what they are doing, why they are doing it and talk about how they could improve in learning.

Assessment for learning

Questioning

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

Please see appendix 1 for levels of questioning.

Feedback (written and oral)

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil or pupil and pupil; a way of acknowledging pupils work, checking the outcomes and making decisions about what teachers and pupils need to do next. EEF (Effective Feedback in the Classroom) research suggests three types of feedback that is more likely to move learning forward:

Task – Feedback focused on improving specific piece of work or specific type of task. It can comment on whether the answer is correct or incorrect, can give a grade and will offer specific advice on how to improve.



Subject – Feedback targets the underlying process in a task, which are used across a subject. The feedback can, therefore, be applied in subject tasks.

Self-regulation strategies – Feedback is focused on the learners own self regulation. It is usually provided as prompts and cues – and aims to improve the learner's own ability to plan, develop and evaluate their learning.

The main principles are:

1. Lay the foundations for effective feedback
2. Deliver appropriate times feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback

Feedback should be delivered in a way which is appropriately timed that focuses on moving learning forward. This can often be achieved without extensive written dialogue or comments. Teachers should plan for how pupils will receive and use feedback, both written and verbal. Feedback must make a difference to pupils learning – if the pupil is not going to do anything with the feedback, there is little point the teacher spending their time on it. It is also essential that feedback expectations on teachers must be manageable and in line with the 'Marking and Planning guidance for Jersey teachers 2018'.

Acknowledgement Marking:

To show that a teacher or TA has seen the piece of learning they will acknowledge this by either using their initials, ticking work, giving a numerical mark, quick verbal feedback in lessons or highlighting learning checklists that a child has achieved. This will be within the lesson or after a lesson. Every piece of work must be looked at, either during or after the lesson.

Quality Teacher Feedback:

This is when a teacher marks in more detail identifying success and shares ways to improve. This can be in the lesson, together with the child, after the lesson or part of whole class feedback. All feedback of this kind requires time for the child to understand and action feedback.

Whole class quality feedback:

As a replacement for extensive written feedback on pupils work, whole class feedback record sheets should be used. Whole class feedback must be shared at the next appropriate time e.g. start of next lesson, and children will write 'F' on their work to identify that whole class feedback has been given. Record sheets must be retained in the feedback file and moved to the next class. See appendix 1 for the English and Maths template.

Self and Peer Assessment:

Children are expected to self and peer assess their learning against their individual targets and the learning checklist in the lesson. This ensures that children fully understand their learning and can begin to articulate the learning process. This assessment must be written in green pen by children.

How children know how to improve

Children must be aware of their next steps in their learning to improve their work. This can come from targets in written or oral feedback from their teachers, self or peers or specific targets being set in subjects. At St Martin's, we use the language 'to improve...'. Teachers explain what improve means (to make it even better) and will always celebrate successes in conjunction with helping children to improve.

Expectations for giving written feedback/markings

Teacher comments will be written in blue pen. Children's self/peer assessment, editing and responses to feedback is written in green pen.
Children will receive a mixture of verbal and written feedback during the day/week appropriate to the activity and the learning that the children are involved in.
Our marking will assume that children have worked independently unless otherwise commented on with H or M (high level of support, medium level of support).
When a class is taught by a supply teacher they will be required, as a minimum expectation, to use acknowledgement marking. Regular PPA cover or supply cover would be expected to use quality feedback.
Children can use stars (where appropriate) to indicate understanding:



*I'm just getting started

**I am fairly confident in this area of my learning

***I fully understand this and could apply it confidently

When teachers give a target or way forward they must use the language 'to improve'.

Frequency of feedback:

Feedback takes place very regularly throughout the day through verbal feedback, feedback in groups, whole class feedback, individual comments in books. In the EEF recommendations to schools, it states that 'policies should not over-specific features such as the frequency of feedback'. It has therefore been decided that this policy will not specifically reference the frequency that teachers to provide feedback; we trust their professional judgement. However, every piece of work will be viewed by teachers and the impact of feedback on learning is monitored twice a term.

Marking codes:

The marking codes below must be used if teachers are giving feedback in books:

F – Whole class quality feedback is given (child can write this)

WT – with teacher (e.g. if the teacher is direct/instructional teaching)

H/M/I – High level of support, medium level of support or independent (if no code it is presumed that work is independent)

P – Partner work

VF – Verbal feedback given

✓ - tick for a correct answer

✓✓ - two ticks for an excellent example or response

. – dot for an incorrect answer

O – circle around punctuation which is missing

? – what does this mean

Sp – Spelling

Δ - missing word

_____ - underline to show that something needs to be edited

*I am just getting started with this and need to learn more

**I am fairly confident in this area of my learning

***I fully understand this and could apply it confidently

Assessment of learning – Summative assessment

Assessment is at the heart of all learning and formative assessment is an integral part of everyday practice and should form the main part of your assessment practice.

However, summative assessment should be used to support your formative judgements, not make judgements for you. The school must monitor and track progress of individual and groups of pupils to ensure that they are making appropriate rates of progress towards Jersey Standards.

Summative assessment expectations

- PIRA (reading) and PUMA (Maths) assessments are completed during our 'assessment week' which occurs once a term for Year 1 to Year 6 and during the Spring (PIRA) and Summer term (PIRA and PUMA) for Reception. Teachers must mark the assessments and then the headteacher will organise entry onto MARK. The analysis of the assessments are shared with all staff.
- Key Stage 2 assessments in Y6 during May.
- RWI Phonic assessments are completed once a half term, lead by the Literacy Subject Lead and supported by TA's. Assessments are used to ensure progress of children and ensure they are in correctly levelled groups.
- At the end of each term, teachers must assess children's current attainment for Maths, Writing, Reading and Science against the Jersey Curriculum and enter this on SIMS e.g. Year 2 emerging, developing or secure (Y2E). Dates for these are published in the organisational calendar. Teachers must use the information in the grid to assist assessment



Table 1: Summative Performance Indicator (SPI): Guidance for making end of year Summative Assessments

		Emerging	Developing	Secure	Secure +
Percentage (%) of yearly curriculum objectives/key objectives achieved *		Between 10% and 40% of yearly objectives achieved, including <u>some</u> key objectives	Between 40% and 70% of yearly objectives achieved, including <u>most</u> key objectives	Between 70% and 100% of yearly objectives achieved, including <u>all</u> key objectives	All yearly objectives/key objectives achieved
Application of objectives learned	Frequency	Sometimes	Often	Frequently	Always
	Accuracy	Many errors	Some errors	Mostly accurate	Accurate and Controlled
Independence		With lots of help	With some help	Mostly independent	Unaided
Retention of objectives learned		Retains little	Retains some	Retains most	Selective retention

- Unaided writing is completed regularly throughout the term.
- PM Benchmark assessments are completed as and when required to monitor progress of children who are on levelled books and levels are recorded in a reading file.
- Weekly spellings are given and tested each week.
- At the end of the year teachers are expected to record pupils attainment in all areas of the curriculum on SIMs.

Ongoing assessments must take place and these include:

- Reading records/guided reading records.
- Record of progress against spellings and timetables
- Any other types of ongoing assessments which the teacher considers useful for their forward planning.

Planning

All lessons are effectively planned with clear outcomes at the end with each lesson building on this. Teachers must follow the Jersey Curriculum 2014, and use the St Martin's Long Term Planning document along with the subject specific curriculum document. This gives exact information on what topics each class must learn. We provide learning opportunities which excites, motivates and challenges children and teachers are asked to think creatively.

There must be a medium term plan for each subject or combined subjects and this is also used as the short term planning document alongside a weekly timetable. The exception is for English/Maths (where a more detailed weekly plan will be written) and Jigsaw/RE.

All teachers will use the term 'Learning objective' when explaining what the focus on the lesson is and 'Learning checklist' which tells children what they must do to be successful. A learning checklist can be created with the children if appropriate and children must be aware that this tells them how they can be successful and what they can do to do even better.

Teachers are expected to be highly organised with their planning and resourcing of learning. They are encouraged to think ahead if they need any additional resources to request this from a Subject or Senior Leader.

Planning expectations timeline:

Approximately the second or third week in the term (exact dates are published in the monitoring timetable and the CPD plan).	All medium term plans must be saved onto the Sharepoint and links to MTP on LTP document. Generic weekly timetable saved on Sharepoint, which includes reference to subjects you are teaching as a block (there is a template for teachers to use).
Each week	A weekly timetable must be completed. This must



	include which lessons are taking place and a reference to what is being taught in subjects except for Literacy and Maths as more detailed plans are needed e.g. Science – session 2 Electricity or a direct link to the learning objective. Teachers can choose their own format for short term/weekly planning. This is not checked regularly, however, it should be available to review if needed.
As needed	Medium term plans are updated to reflect development of the topic and any changes.
Once a half term to be reviewed (dates and areas of monitoring are published in the monitoring timetable).	As part of the school monitoring cycle, teachers planning folders will be collected once a half term to be reviewed. It is expected that planning will also be looked at during other monitoring e.g. when completing a book scrutiny.

Evidence of learning and Books

Evidence of learning can be in books, on display, photos, video, practical activities. All evidence in books must have reference to a learning objective. At St Martin's we use a range of books to evidence learning. Teachers are not expected to evidence every learning opportunity in children's in books (e.g. by taking photos of learning and sticking them in) as it is acknowledge that the time it would take to do this may have a negative impact on learning time. However, there must be evidence somewhere of learning e.g. display, planning, videos.

Each class has a large 'Learning Journey Book'. This is used for whole class exciting learning which is not evidenced in books e.g. school trip, practical science investigation, cooking. Photos can be taken and a page can be used to evidence learning alongside a short explanation. As a development for 2022, the long term plan will identify subjects or areas which must be recorded in the book, as this will need to be referred to in later learning to make connections in the curriculum. These books stay with the class from Nursery through to Year 6 so the children's learning journey can be documented. These are encouraged to be child led e.g. children take responsibility to adding photos/text.

Year Group and books used

Year Group	Books used
Nursery	Learning Journey (individual) Learning Journey Book
Reception	Learning Journey (individual) Learning journey Book Maths Read Write Inc Writing
Key Stage 1	Learning Journey Book Maths (Journal and Workbook) English Science Topic (for all other subjects) Homework folder RWI pack (for those accessing RWI) Handwriting Sketch Book Reading Record Spelling activities Green homework spelling



Key Stage 2	Learning Journey Book Maths (Journal and Workbook) English Science Topic (for all other subjects) Homework folder Sketch Book Green homework spelling
-------------	--

Presentation in books

It is essential that teachers have high expectations of children's learning which includes their learning evidence in books.

- Teacher must have high expectations for children's learning in books e.g. presentation, handwriting, cutting/sticking.
- All learning is to be dated (long date in English books) and have evidence of what the focus of the learning (learning objective) both of which is to be underlined. The date must be written on the left hand side.
- All books must be labelled (with child's name and name of the book) and the school office has the template.
- Children should be encouraged to be aware of the visual impact of their written learning e.g. spacing, layout, use of margins.
- A cover page must be used for the start of each topic for non core areas of the curriculum and text drivers, which should include objectives covered and key vocabulary. There is a template in the curriculum documents.
- Children should take pride in their books and respect them
- Erasers should only be used for presentational purposes and at the discretion of the teacher. Instead, children should cross out errors with one ruled line only, which allows teachers to understand their misconceptions or errors to help them plan forward.
- All books must have a marking code inside the front cover.
- Any paper being stuck into books must be trimmed to ensure it fits inside the book and when possible, stuck without being folded.
- Any peer or self editing or feedback must be written in green pen by the child. Teachers must use blue pen.

Handwriting

Handwriting is important as we want children to take pride in their writing and presenting it to the very best standard. There is a pen licence awarded to children who meet a criteria. Please refer to the Literacy policy.

Teaching and Learning

We believe that children learn best when they are actively involved in their learning and when they are encouraged to become increasingly independently and autonomous learners.

Promoting independence

This involves children showing initiative and taking responsibility for their own learning including:

- Independently organising their own learning resources and quickly beginning work
- Having an opportunity to plan and direct their own learning
- Having access to clearly labelled resources and being able to select and use them with increasing independence
- Developing their research skills using a variety of resources.

Pace

Teaching sessions must be well paced to ensure effective use of time and respond to learners needs. Careful planning and organisation ensures that no time is wasted.

Pitch

All lessons must be well differentiated and pitched to support and deepen learning for all children. Children should be encouraged to become independent learners, making informed decisions for themselves. There should be a permanent area in the classroom where relevant resources are kept to allow children to use these independently during lessons e.g. dictionaries, word mats, topic based vocab, timestables charts, thesauruses, mathematical equipment.



Classroom environment

Teachers create a positive learning environment within which children are interested and engaged. Please refer to the learning environment policy for these expectations.

Inclusion

Lessons should be well planned and differentiated according to individual need. Ability based groups should only be used when necessary and groups should always remain fluid. Groups of children who need additional support must be planned for carefully with a focus on their next steps. Appropriate support resources should always be available. Teachers only allow individual or groups of children to work outside of the classroom when it is considered that this outweighs their learning benefit of being in the classroom. It is essential that all children, especially children with SEN, have support from the class teacher within the classroom setting.

Positive behaviour

Positive behaviour management must be evident in all lessons with clear boundaries and expectations which are constantly reinforced ensuring a safe learning environment for all. Our expectation is that teachers do not shout. Please refer to the behaviour policy.

Pupil Engagement

Teachers must use a range of strategies to engage children in their learning. These include:

Coaching partners – learning partners are two children who might discuss or work together to support their learning. They must be changed on a regular basis (ideally every two weeks) and must be a mix of abilities to allow modelling of high level language.

Wait time – after a teacher or TA has asked an open ended question, they must give enough time to allow children to have an opportunity to think about their response.

Lollypop sticks/pegs – these are used to determine who answers a question at random and avoids teachers relying on children putting their hands up to respond. Each stick/peg represents one pupil and after children have been given time to talk about an answer/question, a stick/peg is drawn to identify which child answers. This ensures that all children are fully engaged in the lesson.

Mini whiteboards/journals – these are used for children to informally record their learning and thinking during sessions.

Homework

Homework provides the opportunity for home and school to work together to support a child's learning. We want to ensure that homework reflects the age and stage of a child's learning and provides communication to parents about learning in school.

The purpose of homework is:

- For children to consolidate learning that has taken place in class or investigate/pre-learn before a topic has begun
- To share learning with their family
- To engage parents and carers in their children's learning

Weekly homework and communication to parents will be sent using Seesaw for children in Year 2 to Year 6.

Teachers must take into account the reality of daily family life in relation to children's after school schedules and family commitments. Homework tasks are set so that there is sufficient time in which homework can be completed. Please refer to the homework policy.

Monitoring Procedures

Why do we monitor and review practice?

At St Martin's we recognise that the role of monitoring and reviewing practice. We provide high quality constructive feedback in order to further develop teaching and promoting pupil progress. Monitoring/reviewing has a twofold purpose – to ensure compliance with policy and school consistencies and to support the professional development of each member of staff. Any



training needs are addressed through our comprehensive CPD termly plan and this could include hours which are allocated for self directed CPD, which all staff can access.

How do we monitor and review practice?

We review on a regular basis. School staff are given opportunities and encouraged to be part of the process.

What do we monitor?	Frequency
Teaching and learning learning walks. These could be subject lead or based around specific SDP targets. These could include school staff, school Leadership team, senior leaders from other schools, advisors from the Education Department or Professional Partner.	Approx. twice a term
Planning – ensuring curriculum coverage and quality of planning	Once a half term and during any reviews of subjects
Moderation activities – to ensure that correct judgements are being made about where the children are working in relation to the Jersey Curriculum.	Approx. once a half term internally. External moderation in specific year groups by the Education Department have an additional timetable of events.
Pupil Progress Meetings – meetings about the children in the class and the progress they are making. Using data to assess progress and achievement. Special focus will be on vulnerable groups e.g. SEN, JP, EAL.	At least once a term
Work scrutiny – looking at books and monitoring feedback, marking, quality of learning, curriculum coverage.	Twice a term
Children questionnaires/interviews – we talk to children about their learning experiences and what they think is going well and how to make things better.	At least once a term, including a survey in May/June time.

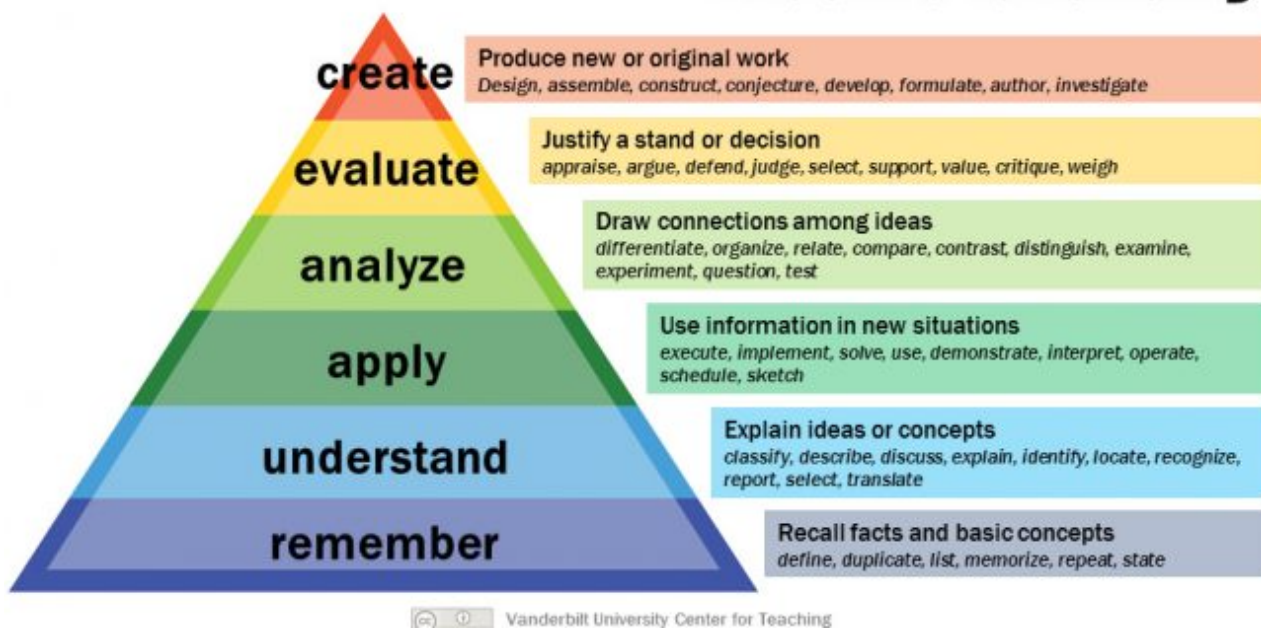
All schools in Jersey are reviewed on a three year basis using the Jersey Schools Review Handbook. This guides schools in evaluating their own practice systematically and it will enable them to identify main strengths and their priorities for the next stage in their development. When we review teaching and learning in the school we will use this handbook as a guide to support our judgements. There are four grading's (outstanding, good, fair, requires improvement) and these are detailed in appendix 2. Please note that the review process as part of internal reviews or the Jersey Schools Review which not grade the effectiveness of teaching in individual lessons or learning walks.



Appendix 1

Questioning – Blooms Taxonomy. Please also refer to resources in Q drive, Teaching and curriculum effective questioning.

Bloom's Taxonomy



LOW LEVEL THINKING SKILLS			HIGH LEVEL THINKING SKILLS		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.
Key words:	Key words:	Key words:	Key words:	Key words:	Key words:
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote State Tell Trace What When Where Which Who Why Write	Show Spell State Compare Contrast Demonstrate Discuss Estimate Explain Express	Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe	Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Act Employ Practice Relate Represent Select Show Simulate Solve Summarise Teach Translate Use
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:
Can you list three ...? Can you recall ...? Can you select ...? How did ... happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ... happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?	Can you explain what is happening ... what is meant ...? How would you classify the type of ...? How would you compare ...?contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use...? What examples can you find to ...? How would you solve ... using what you have learned ...? How would you organise ... to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is ... related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve...? How would you improve ...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt ... to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could ... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the ...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate ...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

Appendix 2

Jersey Schools Review Framework

This extract is taken from the 'Quality of Teaching, Learning and assessment Jersey Schools Review Framework.' (from page 61) and identifies the grade descriptors for the impact of teaching. Please *note that Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team. Reviewers as part of the Jersey Schools Review process or school staff will not grade the effectiveness of teaching in individual lessons or learning walks.* They will, however, identify clearly any strengths and any shortcomings which help to explain the achievement and learning of pupils, either in individual parts of the school or in the school as a whole.

Outstanding

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what they can do to



improve their knowledge, understanding and skills. The pupils use this feedback effectively.

- Any teaching assistants are deployed highly effectively and contribute strongly to pupils' outstanding progress. Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. As a result, pupils make outstanding progress in lessons and over time.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback from their teachers (written or oral) to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Teaching of pupils with the most complex special educational needs shows exceptional skill in assessing and planning small and appropriate steps and ensuring the best-possible progress is made.

Good

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to catch up.
- Teachers have secure subject knowledge. Their planning for learning sustains pupils' interest and challenges their thinking. Teachers use questioning skillfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers and any teaching assistants give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Any teaching assistants are deployed efficiently and contribute strongly to pupils' good progress.
- Teachers set homework (in line with the school's policy and as appropriate for the age of pupils) that consolidates learning and prepares pupils well for future work.
- Teachers develop pupils' reading, writing and communication (and where appropriate, mathematics) across the curriculum. For younger children, in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they apply themselves and make strong progress.
- As a result of the above, pupils make good progress in lessons and over time.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretch their thinking in a wide range of subjects, and to practice key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.
- Small steps of progress are planned and assessed well for pupils with the most complex special educational needs. These pupils generally make good progress in relation to their starting points and learning needs.

Fair



- The effectiveness of teaching is not yet good. As a result, pupils' progress is also not yet good.
- Although a large majority of teaching brings about solid progress, this is not consistent.
- There are some shortcomings in the progress made by particular teaching groups or in particular subjects. This may be because of shortcomings in the way work is planned and sequenced or in the way time and resources are used.
- Most teaching captures pupils' interest and secures their involvement. However, this is not always the case and some learning is adversely affected by inattention or lack of involvement.
- Any teaching assistants contribute to pupils' learning and mainly encourage their independence. However, in some cases they may make pupils over-reliant or use time inefficiently.
- Work is generally marked and pupils receive feedback. However, pupils do not always respond adequately to marking or oral feedback, with the result that its effect on progress is sometimes limited.
- Teachers give some opportunities for pupils to use reading, writing, communication, and mathematics across the curriculum. This has some effect in practising and developing skills but is not well-enough planned to make a strong impact.
- Although pupils are generally willing to learn and to participate they generally go no further than to do what is required of them and their enthusiasm for learning is somewhat limited.
- The school gives parents information about how well their child is progressing but this does not relate well enough to the standards expected for their age and gives limited information about what their child needs to do to improve.
- Teachers generally challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers mainly promote equality of opportunity and diversity but this is not particularly strong or evident.
- Teaching for pupils with the most complex special educational needs mainly leads to appropriate progress but there are shortcomings. Assessment and provision are not always well-enough matched to pupils' learning needs.

Requires significant improvement

*The effectiveness of teaching is likely to require significant improvement if **one or more of the following applies**.*

- Teaching is insufficiently well-planned and is not pitched to enable a high proportion of pupils to meet the standards expected for their age.
- Weak assessment practice means that teaching fails to meet pupils' needs and does not resolve any difficulties at an early stage. Ongoing misunderstandings or weak skills are allowed to stand in the way of progress.
- Pupils, or particular groups of pupils, are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently over time.
- Pupils cannot communicate, read, write or apply mathematics as well as they should. As a result, they do not make sufficient progress in their knowledge, understanding and skills and are unable to access the curriculum. Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.
- The learning and development of pupils with the most complex special educational needs have significant weaknesses because of shortcoming of teaching.

