



TEACHING & LEARNING EXPECTATIONS 2023

There are 4 main strands that intertwine to make up effective teaching and learning at Summerside Primary Academy
These are:

**TEACHING DELIVERY & PUPIL ENGAGEMENT
LEARNING ENVIRONMENT & BEHAVIOUR
FORMATIVE ASSESSMENT (AFL) & MARKING
LESSON PLANNING**

For each of these 4 areas we have clear expectations of what we expect should be happening in each and every class at Summerside Primary School.
Sometimes these are common to the whole school; sometimes they are specific to a particular phase.
We monitor the quality of teaching against these standards.

Summerside Primary Academy is passionate about the power of education and its ability to change and improve people's lives. We are committed to providing all pupils with outstanding learning opportunities. At Summerside, we believe in every child's potential to make progress and to develop into resourceful, independent individuals with enquiring minds, and a thirst for knowledge.

We see the rich diversity of our school as an asset where we can all learn from our families and the school community, which helps to enrich our daily experiences. All our children are expected to contribute to their wider community and are given opportunities to consider how everything they take from Summerside can be used to empower their lives and the lives of others.

Our Expectations

Staff have high expectations of every child at Summerside, regardless of their starting point. We believe that barriers to learning are temporary and should not restrict any child from engaging in all learning opportunities.

At Summerside Academy we have skilled adults who will use a range of **strategies** to ensure that through high expectations, standards continue to rise.

We believe that every minute counts and we strive to make every aspect of a child's day at school impact on their standard of achievement.

EQUAL OPPORTUNITIES

SEND-Special Educational Needs and Disabilities

At Summerside Primary Academy, our inclusive ethos is at the heart of everything we do. We believe passionately in achieving the best possible outcomes for our children with SEND, so that they can become successful adults. We are highly committed to providing the best possible support for children with SEND. In order to do this, we believe in early identification and early intervention. We encourage and endorse the guidance that every teacher is a teacher of every child, including those with SEND. In addition, the Provision for the Deaf Children is an integral and valued part of the school and the use of British Sign Language is taught and encouraged throughout the school.

EAL and children new to English

At Summerside we value all the languages spoken by children at the school.

We have a rigorous and robust system of settling new children into the school, whether this is at the start of the year or mid-term. This includes an admissions meeting with the Head Teacher and a personal buddy system for the children.

To support all children including English as an Additional Language (EAL) and children from our Provision for Deaf children (PDC), we use visuals and modelling as much as possible. We encourage children who speak the same first language to support new arrivals and use bilingual books where suitable. Our staff undertake regular training to be able to support children who are new to English as best as possible. We also have two dedicated members of staff who are experts in this field and work specifically with children and their families who are new to English.

EYFS-The Nursery and Reception classes

KS1-Years 1 and 2

The Curriculum is broad and balanced reflecting needs of the pupils and the diverse nature of the community we serve (Barnet & beyond). Children are taught appropriate and necessary Computing skills to enhance their learning across the whole curriculum. They are given challenging opportunities to make creative use of Computing in addition to learning about the importance of E- safety, Digital Literacy and Coding.

EYFS – Please see EYFS policy

EYFS practice has been inspired by the Forest School approach and we provide challenges through outdoor classroom areas as well as our indoor learning environment. At Summerside we provide waterproof clothing so that children are able to access all areas whatever the weather.

The EYFS has four themes, these are:

A Unique child - Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships - Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments - Principle: The environment plays a key role in supporting and extending children's development and learning.

Learning and Development - Principle: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

We acknowledge that children learn in different ways through the characteristics of effective learning, as outlined in the development matters document. In Reception, the children follow a daily RWI phonics program. A weekly objective of maths and literacy is taught through objective led planning alongside activities derived from the children's interests. There is a balance between adult led and child-initiated activities.

Letters and sounds games are taught in Nursery as an introduction to phonics.

KS2-Years 3, 4, 5 and 6

In KS1 and KS2 all children will have:

Daily Reading, Writing and Mathematics lessons and Science, Art, PE, Computing, History / Geography, RE, Music, DT and MFL and PSHE lessons (not always weekly as these subjects may be taught in blocks for a half term for some subjects)

Daily English lessons in the EYFS Y1 and Y2 (until December) will consist of a phonics-based reading and writing scheme called Read Write Inc and English lessons planned around high-quality texts.

In KS2 there are five weekly Guided Reading sessions. These begin with a teacher led, skills focused, speaking and listening session. Pupils are explicitly introduced to key reading skills and are given the opportunity to practise these skills using a shared class text. Groups of children then work on a carousel of directed reading activities, whilst the class teacher works with a different group each day. During this group work, the teacher continues to work on reading skills with the children, guiding them and supporting them to decode the text and answer different types of comprehension questions.

Children are encouraged to enjoy a range of genres and are taught grammar within their daily English lessons. Spellings are taught at least twice weekly, and words are sent home for children to learn and practise. Teachers plan writing using a three-phase cycle based on language-rich texts as a stimulus. The three-phase teaching sequences provide opportunities to enjoy and analyse high quality texts, explore and experiment with new vocabulary, develop, discuss and share ideas, practise new skills, rehearse sentences orally (talk for writing activities), plan writing pieces, then improve and edit their writing. The writing is sometimes published to create a class book or for display. Writing sessions use adaptation so that all pupils (including pupils with special educational needs and pupils with English as an additional language) can access the learning. Children working on different programs of study should be working on objectives from prior year groups.

In Key Stage 1, all Year 1 pupils and some Year 2 pupils attend a daily phonics session which lasts up to an hour. During these sessions, the emphasis is placed on practising reading and writing of previously learnt phonemes, as well as becoming familiar with further graphemes for reading and learning alternative pronunciations for graphemes. Pupils are taught to read more two-syllable and three-syllable words. KS1 pupils learn alternative spellings for known phonemes and apply these spellings in sentences. By Year 1 the pupils are expected to refer to letter names as well as phonemes as they begin to explore alternative pronunciations and spellings of phonemes and graphemes.

Each class will have learning walls for English and Maths which will display key vocabulary and capture the learning which is currently taking place in the class. This is a successful and useful tool for all our children.

Daily Mathematics lessons follow the National Curriculum. We use a CPA (Concrete-Pictorial-Abstract) approach to learning Mathematics, which starts by allowing children to learn concepts and skills using real objects, pictures or blocks (manipulatives). The second stage in the approach is to draw pictures representing the objects. The final stage is to represent the objects and pictures with symbols (the

abstract). We use White Rose Maths to support our subject knowledge and to inform our daily planning and long-term plans. The first 10 minutes of every Maths lesson is spent doing one of the following: recapping our learning from a previously taught topic; 'magic 10', providing the children with 10 minutes of mental calculations, looking for patterns and making connections; or practising multiplication tables (Years 2-6), counting or number bonds (Year 1). Guided Practice is an embedded part of our teaching, where the teachers lead an example question while the class complete this in their books. This promotes mastery as the teacher encourages all children to have a go at an appropriately pitched problem. Children have opportunities to work individually, in pairs or groups throughout the week. Children are encouraged to use practical resources as much as possible and to make use of the Maths learning wall which displays appropriate vocabulary and strategies to support learners. Children are encouraged to choose their level of challenge in Mathematics. Every three weeks, children complete a 'Knowledge Check-in' wherein they are quizzed on their Maths knowledge from previously taught topics in the year, or in earlier years. Teachers use these Check-ins to determine gaps in knowledge, misconceptions and areas where the children need more practise. These areas are practised in our starters, but also within specifically planned and delivered 'recap lesson' which is taught every two weeks.

Science is a core subject and is taught as a separate lesson each week, to ensure coverage of the National Curriculum. Each topic is taught through the course of a half term. When planning, teachers refer to the NC overview to know what the children have learnt in the previous year, especially with topics that are re-visited each year such as Animals Including Humans, Plants, Living things and their habitats etc., which also demonstrates clear progression. KWL grids are used at the beginning of every topic to assess the children's prior knowledge, clarify misconceptions and inform teacher's planning. Activities from Explorify are used to stimulate discussion before recording what the children know. The 'What I want to know' section encourages the children to be inquisitive and enables the teachers to plan lessons that explore and answer their questions. Before starting the new topics, the 'What I have learnt' is revisited by the class with a short quiz or a discussion, and then recorded by the children in their KWL grids to promote 'sticky knowledge'. In Nursery and Reception, children's work is assessed and recorded by teachers in pictorial form with comments on Tapestry. This encourages regular conversations between the teachers and parents about the children's learning and progress in science. In KS1 and KS2, children's work is recorded in science books with pictorial evidence of the practical activities.

Working scientifically skills are practised and built upon throughout each topic, and teachers plan lessons to cover the 5 enquiry skills practically, providing real-life examples of learning stimuli. Coverage of the children's working scientifically skills is recorded on a sheet at the front of the children's books. Children's substantive and disciplinary knowledge is teacher assessed using exemplars from PLAN and TAPs. Science Capital is supplemented and developed by science-related trips in each year group.

Computing is a core subject that is taught in blocks throughout the school year in order to meet the requirements of the National Curriculum. Knowledge, skills and vocabulary are planned progressively across year groups to allow children to develop their computing knowledge. We split our teaching into three key areas: E-safety, Digital Literacy and Coding. We plan the teach Computing using a variety of software to ensure lessons are engaging and memorable for the children. Computing skills and knowledge are then applied in other subjects to enhance learning across the curriculum.

Our Wider Curriculum covers Foundation subjects. Our Foundation Subjects are planned using the National Curriculum. Knowledge, skills and vocabulary are planned progressively allowing children to build on prior knowledge and deepen their understanding. Our Topics in every subject are chosen to be engaging, memorable and tailored to the interests and needs of our children. Adaptive teaching strategies are used to ensure all children can achieve their full potential and access our broad and balanced curriculum.

Excellency Strands in correlation with Teachers Standards

Teaching		Planning	Learning Environment & Behaviour		Marking & AfL	
Teaching Standard 3 Demonstrate good subject & curricular knowledge	Teaching Standard 5 Adapt teaching to respond to the strengths & needs of all pupils	Teaching Standard 4 Plan and teach well-structured lessons	Teaching Standard 1 Set high expectations which inspire, motivate & challenge pupils	Teaching Standard 7 Manage behaviour effectively to ensure a good & safe learning environment	Teaching Standard 2 Promote good progress & outcomes for pupils	Teaching Standard 6 Make accurate & productive use of assessment
<p>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings/misconceptions</p> <p>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p> <p>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<p>Know when and how to use adaptation appropriately, using approaches which enable pupils to be taught effectively</p> <p>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>Impart knowledge and develop understanding through effective use of lesson time</p> <p>Promote a love of learning and children's intellectual curiosity</p> <p>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	<p>Be accountable for pupils' attainment, progress and outcomes</p> <p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p>Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Make use of formative and summative assessment to secure pupils' progress</p> <p>Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>

TEACHING DELIVERY & PUPIL ENGAGEMENT- EXPECTATIONS

Summerside Primary Academy

NURSERY & RECEPTION	YEARS 1-6
<ul style="list-style-type: none"> ● Practice supports the development of positive partnerships with parents. ● Experiences for children are first hand and practical. ● Children are encouraged to practise main learning through independent focused tasks. ● Adults work cooperatively together as a team and with parents so as to be tuned in and responding to children's needs. ● Adults use open-ended questioning to develop children's responses. ● Adults have strategies for sustaining group/individual involvement. ● Adults follow children's lines of enquiry. ● Teaching is stimulating, enthusiastic and challenging stemming from a secure knowledge of the EYFS curriculum. ● Support staff are used effectively to support children's learning. ● In adult directed activities, children are actively addressed at regular intervals by the lead teacher to ensure all children are engaged and learning. ● <i>Children's contributions are clearly valued by all practitioners.</i> ● <i>Children are learning through play, exploration and talk with adults and peers.</i> ● <i>Children show independence, confidence and involvement.</i> ● <i>Children are initiating their own learning with adult initiated learning being purposeful.</i> ● 	<ul style="list-style-type: none"> ● Lessons are launched quickly so as to maximise learning time; no longer than 5 minutes ● Lesson introductions are stimulating and engaging. There is a good pace, ensuring maximum learning; no longer than 15 minutes. ● Learning Objectives and Steps To Success are shared, modelled and scaffolded ● The pupils develop understanding and practise skills. They are provided with an opportunity to enquire and learn exceptionally well. ● Lessons provide a rich opportunity for high quality learning. ● Lessons are customised to meet the changing needs of individuals and groups. ● Lessons have evidence of cross-curricular links to support lifelong learning and enquiry. ● Teaching is consistently highly effective in inspiring and challenging pupils. ● Teaching consistently ensures that pupils learn exceptionally through well-judged and imaginative teaching strategies using a range of styles. ● Teaching consistently demonstrates excellent subject knowledge. ● Teachers and other adults are acutely aware of their pupil's capabilities and of their prior learning and understanding. ● Teachers consistently, systematically and effectively check pupils understanding throughout lessons and use this to inform next steps through mini plenaries ● Teachers are able to anticipate where they may need to intervene and do so with striking impact on the quality of learning through precise targeted support. ● Resources (including technology) make a marked contribution to the quality of learning. ● Resources are all present and in working order and do not hinder learning time. ● Teachers and additional adults are catalysts for high levels of enthusiasm, resilience, confidence and independence. ● All teaching has consistently high expectations of all pupils ● Dialogue between teachers, other adults and pupils is consistently of a very high quality. ● Teaching, dialogue and marking reach all pupils in all lessons. ● <i>The pupils demonstrate excellent concentration and are rarely off task.</i> ● <i>The pupils demonstrate keenness and a commitment to succeed and learn.</i> ● <i>The pupils understand in detail how to improve their work and are consistently supported in doing so.</i> ● <i>The pupils are highly considerate and very supportive of each other in lessons.</i> ● <i>Under the guidance of the teacher, pupils work in collaboration with each other to challenge and extend their ideas.</i>

LEARNING ENVIRONMENT and BEHAVIOUR – EXPECTATIONS

Summerside Primary Academy

NURSERY & RECEPTION	YEARS 1-6
<ul style="list-style-type: none"> • All provision both indoor and outdoor is purposeful and supports children's learning. • Children have access to drinking water. • Celebrates children's achievements and reflects diversity. Required displays include; Self-registration and visual timetable, Zone of regulation (Reception only) • Is satisfying, irresistible and provoking. Learning areas inside and outside include a range of experiences; role play, the may include: deconstructed role play area, book, sand, water, construction, making, malleable, creative, investigation and small world. • The environment is flexible and responsive. • Is safe, clean and is well looked after. • The sound level in the classroom is conducive to learning. • Equipment and materials are clearly labelled and clearly accessible. • Materials are age and developmentally appropriate. • Equipment and materials are well stocked and maintained including furniture. • There is appropriate storage for pupils' belongings • Ensures that provision covers areas of the EYFS curriculum • Has a variety of well organised learning resources which encourage deep engagement and independent learners. • Has the opportunity for children to engage in both quiet and active tasks. • The layout allows for maximum learning to take place; where children can access spaces easily. • There is adequate resourcing for the number on role. • There are opportunities for children to record in their own ways. • Routines are flexible and viewed as learning opportunities. • All provision has objectives that are invisibly embedded into the on-going activity. • <i>Key vocabulary will be displayed to support knowing and remembering more.</i> <p><i>We believe many children learn better outside. Hence, we provide a challenging, high quality outside environment</i></p>	<ul style="list-style-type: none"> • The learning environment has a clear focus and function which is caring and pupil centered. • Pupils have access to drinking water. • Pupils have adequate space for work and movement. • Pupils are seated to maximize focus on task or person with effectively arranged furniture. • The sound level in the classroom is conducive to learning and inclusive of children from our Provision for Deaf Children.(PDC) • Equipment and materials are clearly labelled and clearly accessible. • Materials are age and developmentally appropriate. • Equipment and materials are well stocked and maintained including furniture. • Is a safe, clean and well looked after environment • There is a carpet area • There is appropriate storage for pupils' belongings • Pupils have access to a quiet area – class book corner • Pupils' work is attractively displayed. Some of this should take account of pupil's interests and culture. • Each display must have the pupil's names and a short explanation of the learning. • Each classroom is responsible for communal display boards. • Teacher writing is well presented and neat and in keeping with the school's handwriting scheme. • Communal areas must be kept tidy and well presented. • All adults must ensure they leave all learning areas tidy. <p>Required wall displays include complex speed sound chart/word wall, the school's learning dispositions, Stay on green Going for gold behaviour chart, English working wall, Maths working wall, Growth Mindset display, A Wall of Excellence, science/topic wall, book corner, table seating area and carpet area.(if appropriate)</p> <p style="text-align: center;">RELEVANT DISPLAYS AND AREAS MUST BE UPDATED EVERY HALF TERM – Topic, Maths, English</p> <ul style="list-style-type: none"> • Maths resources - Number line, rulers as number lines, rulers as number tracks, 100 square, X table chart, shape poster, Base 10, vocabulary, counters, Place Value chart, Protractors, set squares, money, dice, bead strings, dominoes, playing cards • English resources - Alphabet, Complex speed sound chart, vocabulary rich room with ambitious vocabulary for the year group, spellings being taught and used, good quality dictionaries, thesaurus • Working Walls - These work best when they are situated either side of the IWB. However, use display boards that you can refer to often while teaching. • Writing working walls - must include labelled sections, which will be provided/left in the classroom. Update and link these to topics. Take photos before you take them down. • Steps to success - these learning prompts relate to skills and/or knowledge the children need to use to be successful in meeting their learning objectives. These should also be displayed on the learning walls as reminders to encourage independent learning. • Visual Prompts - Images that are relevant to the children's learning so they can access vocabulary and ideas if new to English, SEN, lower attaining or have limited experiences. • Celebrating children's work - Children's work should be displayed in and out of the classroom - examples of high quality work should be presented well e.g. by mounting their work - make it look special. Label the work that is up, add interactive prompts and vocabulary to the display.

CLASSROOM EXPECTATIONS

Name of the class, teacher and support staff working in the class labelled on the door

- **Display boards covered** – Blue for English working wall and green for Maths working wall, other wall colours chosen to stimulate or calm; borders and boards compliment each other
- **Layout of the room** - tables in groups/horseshoe/rows-choose the best arrangement to suit the needs of the class. All rooms must have a stimulating reading area
- **The Learning Dispositions** - should be displayed and underpin all that is done at Summerside. Children designed a logo for each disposition. Star of the week will be given for one disposition each week
- **Tables** - can use labelled boxes with colours or shapes as stationery holders if children do not have trays. Baskets for water bottles
- **Carpet Areas** - if space, in front of the IWB and in the reading area
- **Whole school behaviour system** - used to record positive and negative behaviour in the am/pm sessions, stay on green, Got for gold behaviour chart
- **Zones of regulation chart**
- **Wall of Excellence**, purple background, changing display

BEHAVIOUR EXPECTATIONS

- **All staff are responsible for ensuring that the behaviour expectations are reinforced consistently throughout all aspects of school life.**
- **We use a Restorative approach to resolving poor choices in behaviour.**
- Positive behaviour management builds on strong trusting relationships with families and other stakeholders, and underpins good practice for teaching and learning.
- Our model is based on positive guidance through clear expectations and strong moral guidance.
- We praise and reward positive behaviour displayed, and work with families where behaviour falls below our expectations. We strive for all our children to display the correct behaviour because it's the right thing to do.
- At Summerside we have the highest expectations of behaviour and work closely with our families and other stakeholders to support children's behaviour.
- We also recognise that some children may benefit from a Behaviour Management Plan or Risk Assessment to support their specific needs.

See **Behaviour Policy** for more detail

FORMATIVE ASSESSMENT (AFL) – EXPECTATIONS

Summerside Primary Academy

FORMATIVE ASSESSMENT STRATEGIES

Clarifying, Sharing and Understanding the Learning Objectives & Steps to Success	Engineering effective discussions, activities & classroom tasks that elicit evidence of learning.	Teachers providing feedback that moves pupils forward;	Activating pupils as owners of their own learning
<ul style="list-style-type: none"> • Explain it • Provide it in child friendly language • Use learning talk; ‘describe’, ‘explain’, ‘evaluate’. • Refer to the Learning objective during teaching and in mini plenaries • Children can self assess against the steps to success • Use ‘worksheets only where needed. <p><u>Maintenance: Learning Objective</u></p> <ul style="list-style-type: none"> ✓ EYFS offered verbally. ✓ LO entered into books; method dependent on pupil. <p><u>Maintenance: Steps to Success</u></p> <ul style="list-style-type: none"> ✓ EYFS offered verbally only. ✓ Y1-6 to be referred as ‘Steps to Success’. No more than 4 points. 	<ul style="list-style-type: none"> • Generate effective questions that cause thinking and provide data that informs teaching. • When pupils respond, don’t listen evaluatively (listening for the right answer), listen interpretively (listening to what pupils think and finding out why they said what they said) • Offer an appropriate response wait time; more than 4 seconds with talk/learning partner discussions taking longer. • Encompass low order and high order • Find opportunities to avoid the ‘hands up’ technique. Use lollipop sticks to ask at random. • Create pupil response systems e.g. ABCD, True/False, Yes/No cards, cups or rulers & w/boards sentence stems. (See Dylan William/Shirley Clarke literature for additional ideas) • Never allow a pupil to opt out of a question asked-can they phone a friend or repeat the answer accurately when it has been given by another child • Keep managerial questions to a minimum. 	<ul style="list-style-type: none"> • Never combine summative & formative assessment feedback to pupils; formative daily & summative at the end of any sequence of learning. • Praise progressively and specifically; praise once when met target then next when exceeded target. • Feedback must be tailored to the personality of the pupil. • Feedback must cause thinking and provide guidance. • Feedback must be forward thinking; what can be done to move the learning on. • Teachers should set targets so children know what their next steps to success are. • Marking must be more work for the pupil than the teacher. • Pupils must respond to all feedback and be given time to do this as soon as possible, doing it again, and doing it better. <p><u>Maintenance: Feedback</u></p> <ul style="list-style-type: none"> ✓ EYFS provide feedback verbally, address child name first. ✓ Y1- 6 combination of verbal and written feedback ✓ 5 min start of every KS 1 & KS 2 lesson is pupil AFL response time from previous marked work/review work opportunity- unless done during soft start ✓ ALL TO USE AGREED AFL SYMBOLS 	<ul style="list-style-type: none"> • Self-assessment: pupils should understand the school mark policy and should be able to pose questions about learning; done in or after session • Peer assessment; talk partners, peer marking 2 stars & a wish with comment written-at least once per week • Group assessment; end of session group review questions, opportunities for pupils to lead plenary and write about their learning
			<h2 style="margin: 0;">Marking Expectations</h2> <h3 style="margin: 0;">See below</h3>

LESSON PLANNING – EXPECTATIONS

Summerside Primary Academy

NURSERY & RECEPTION

YEAR 1 - 6

A teacher must use evidence of achievement to adapt what happens in classrooms to meet pupil needs

1 Establish where the pupils are in their learning.	2 Identify the learning destination (SKILL)	3 Carefully plan the route (LESSON SEQUENCE)	4 Begin the learning journey	5 Make regular checks on progress on the way.	6 Make adjustments to the course as conditions dictate.
<ul style="list-style-type: none"> • Must demonstrate that continuous and consistent provision is evaluated and adapted. • Must be based on observations of children's needs and interests. • Weekly planning must show a balance of adult led and child-initiated learning. Observation planning must ensure the interests & needs of individual children are catered for. • Observation planning must include; focus children, assessment of interests/needs, next steps planned for individuals, enhancements provided for classroom areas based on focus children. • The children's next steps are embedded through the planning 					
<ul style="list-style-type: none"> • Year Group PPA (Planning Preparation and Assessment) Time will be provided at the same time for both teachers in a year group so that year group partners can work together to discuss future teaching. • In order to ensure teachers have Work Life Balance, weekly planning will be in the form of Smart Notebooks, with as much detail as teachers need to confidently teach lessons and will include Learning Objectives and Steps to Success. Summerside made this change after a trial period and discussion with all adults who use planning such as Teachers of the Deaf, 1:1 support staff and Communication Support Workers. Detailed Medium Term plans show objectives to be covered across lessons, texts used and approaches across a series of lessons. • English Planning is a three-phase process based on high-quality texts which often have links with our half-termly topics. Planning is recorded on the PowerPoint or Smart Notebook - stored in the Staffshare shared area • Maths planning is based on the National Curriculum; we use White Rose to support our subject knowledge and planning. Magic 10/O/M starters and some appropriate adaptation/representation needs be added. This should all be recorded on the PowerPoint or Smart Notebook - stored in the Staffshare shared area • For Science, Foundation subjects and PSHE, the National Curriculum is used to inform planning. • JIGSAW units can be copied and used from the shared area to support PSHE lessons • Planning must be accessible for any staff working with your children. Staff will need time to read and prepare resources. 					

MARKING EXPECTATIONS

Summerside Primary Academy

<u>Rationale</u>	<u>Scope</u>	<u>Reasons for Marking</u>	<u>Marking Principles</u>
<p>The way in which children's work is marked and the type of the feedback has a direct bearing on their learning attitudes and future achievements.</p> <p>Marking creates a dialogue between teacher and child, through which feedback can be exchanged and questions asked.</p> <p>This policy outlines the importance of marking in order to:</p> <ul style="list-style-type: none"> • value children's learning, • diagnose areas for development or next steps, and • allow teachers to evaluate how well the learning task has been understood. <p>This policy has been written to ensure consistency in marking throughout the school, so that children have a clear understanding of teachers' expectations.</p> <p>Appendix A outlines the definition of the following terms:</p> <ul style="list-style-type: none"> • Learning Task • Learning Objective • Success Criteria 	<p>This policy has been written for staff, children and families, and outlines the:</p> <ul style="list-style-type: none"> • reasons for marking • marking principles • marking methods • marking code • presentation expectations for children at Key Stage 1 and 2. 	<p>Marking is important because it:</p> <ul style="list-style-type: none"> • recognises and praises children's effort, achievements, and celebrates their success. • provides feedback about the strengths and areas for development in children's work. • identifies the children who need additional support or more challenging work, allowing the teacher to match work appropriately. • allows teachers to feedback to families, and encourages families to be directly involved in reviewing their child's progress. • informs the teacher on how successful the teaching was. 	<p>Marking should:</p> <ul style="list-style-type: none"> • be positive and clear in meaning • reflect achievement of the Learning Objective • be consistent • acknowledge all pieces of written work • occur as soon as possible after the task has been completed, so that it can feed into the following day's teaching. • If possible, take place during learning so that misconceptions are addressed immediately • allow specific time for the children to read, reflect and respond to marking. • be manageable for staff

Marking and Feedback Methods		Description
Oral feedback	Individual oral feedback	Most effective type of feedback. Often used with children who are too young to read written comments. With older children, individual oral feedback takes place on a rota system. Oral feedback from teachers and support staff should be accompanied by a brief note of the feedback in the child's book, next to a VF symbol.
	Whole class oral feedback	At the end of lessons, or in mini-plenaries (short breaks during the lesson for focused teaching) , the teacher will discuss learning with the class and address any misconceptions.
	Group oral feedback	Oral feedback is an ongoing process when working in groups. This is an effective use of teacher time and provides children with the opportunity to learn from each other.
Written feedback	Work simply ticked or Initialled	When oral feedback is given during a lesson, the teacher should give a brief note of this feedback in the child's book next to the VF symbol
	Closed exercises e.g. calculations or exercises that only require a tick or a cross	The teacher only needs to mark enough to be able to assess the level of the child's understanding. Teachers can model how to answer and provide additional questions to enhance understanding.
	Quality marking by teacher	One piece of writing for each child should be marked in detail each week. Marking must be specific enough so that children can improve their work Learning Targets for each child should be set from this work.
	Quality marking by children (either alone or in pairs)	Children will be gradually trained to identify their own successes and areas for improvement, alongside the Learning Objective for the lesson, and Success Criteria shared before a task has begun. This feedback will be developed with older children, and will include self-evaluation, and critical friend contributions, alongside teacher feedback.
	Marking to the Learning Objective	Children cannot respond to feedback effectively when too many different aspects are marked within one piece of work. Instead, teachers focus on marking to the learning intention e.g. the marking of spelling is appropriate when the learning intention of the lesson is spelling. This is especially important for new writers in Year 1 and for SEND writers.
	Test marking	This is an assessment of all understanding gained so far. Work is assessed against national curriculum expected levels.
	Marking every error	This is only appropriate when a best copy is being generated for display or published for an audience. When every error is marked, children learn very little and may feel discouraged.

Book Presentation							
Well kept; no graffiti, bent/ripped pages or folded worksheets. All with a plastic sleeve	Teacher & pupil writing neat, on the line and presentable.	Pupil mistakes; cross out with one line- no erasers	All book labels need to follow a consistent format; name, subject & year.	Y1-2 write in pencil. Y3 pencil moving to pen when awarded pen license. Y4-6 write in pen where appropriate	Age related spelling errors must be corrected & pupils write correction.	ALL work to be dated and initialled by teacher.	Teachers mark in red pen & highlight in yellow. Pupils mark and respond in green pen

PRESENTATION EXPECTATIONS	
KS1 EXPECTATIONS	KS2 EXPECTATIONS
<ol style="list-style-type: none"> 1. Each piece of work should have a date (written in numbers or stamped) and a Learning Objective. These can be written on a label and stuck into books. 2. Learning Objectives will be written in child-friendly language, and focus on expected learning outcomes, rather than tasks. 3. All questions and answers should be numbered where appropriate. 4. The front of exercise books should be clearly labelled with the child's full name and class. 5. The marking code will identify any errors and areas for improvement that need to be addressed when work is returned to children. Children will respond in green pen as soon as possible after marking. 6. If colours are needed in exercise books, coloured pencils, not felt tips or crayons, should be used. 7. Children should start a new piece of work on a new page. 8. Where they are necessary, worksheets should be cropped and stuck into books. They should be relevant to the Learning Objective, of a high quality, neatly written and presented. 9. Rubbers should not be used by children in KS1. 	<ol style="list-style-type: none"> 1. Each piece of work should have a date (written in words for English and numbers for other work, or stamped) and a Learning Objective. These can be written on a label and stuck into books. A line should be left under the Learning Objective before the work is begun. 2. Learning Objectives will be written in child-friendly language and focus on expected learning outcomes, rather than tasks. 3. All questions and answers should be numbered where appropriate. 4. The margin can be used by the teacher for brief comments or marking symbols. 5. The front of exercise books should be clearly labelled with the child's full name and class. 6. When the teacher judges that children's handwriting is consistently joined and of a high enough standard, children should write with a pen in all books, except maths. 7. Drawings and diagrams will be done in pencil. 8. The marking code will identify any errors and areas for improvement that need to be addressed when work is returned to children. Children will respond in green pen as soon as possible after marking. 9. If colours are needed in exercise books, coloured pencils, not felt tips or crayons, should be used. 10. Children should rule off before starting a new piece of work on the same page. 11. Children should correct any errors by putting a line neatly through a word and writing the correct word above or next to the error. The use of rubbers should be discouraged unless children are publishing their work. 12. Where they are necessary, worksheets should be cropped and stuck into books. They should be relevant to the Learning Objective, of a high quality, neatly written and presented. 13. Children have, or work towards, a high standard of handwriting.

Appendix A: Definitions









Learning Task	<p>What the children will be learning i.e. activities Examples: a. Looking for toy dinosaurs in the sand tray. b. Writing captions for photographs. Learning task achieves the overarching Learning Objective</p>
Learning Objective	<p>Specific achievements expected from the child without context. Examples: a. To be able to count accurately. b. To be able to write accurately punctuated sentences that make complete sense.</p>
Steps to success or Success criteria	<p>Examples will be specific to the children, but could be: a. Move each object to one side as you count it. Say the number names as you move each object. Say the number names in order. Check by counting again. b. Compose the sentence in your head. Start each sentence with a capital letter. End each sentence with a full stop. Read your sentence again to check it makes complete sense.</p>

Appendix B: Marking in EYFS

Practitioners mark children's literacy work once a week. Labels are provided with symbols representing the objectives and the practitioners comment whether it was met, supported or partially supported. Feedback is given to the child in the moment and the child is expected to respond to the feedback during this time. VF used to note adult feedback. Objective led Maths activities are evidenced on tapestry, indicating the relevant learning objectives have been met. Evidence of the children's learning in the prime and specific areas are captured on Tapestry, our online learning journals. There are three focus children during the week for Reception and six for Nursery. Practitioners ensure that any gaps in the evidence is collected during this time and that the assessment and parental input informs the planning. Literacy Marking Symbols,



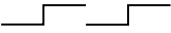
Appendix C: The Marking Code (KS1 and optionally LKS2)

This marking code will be adapted for each phase and stuck into the front of children's workbooks and displayed in classrooms. Teachers will mark all work in red pen and follow the marking code to correct errors that are beyond the Learning Objective.

Symbol	Meaning
✓ Next to Learning Objective (Stamper can also be used)	Learning Objective achieved
W Next to Learning Objective (Stamper can also be used)	Working towards Learning Objective
S Next to Learning Objective	Supported work (comments can be made by adult supporting child)
Highlighted word or phrase	Learning objective met or well done, this is effective language
	Your target is...
	Remember to use full stops
	Remember to use capital letters
	Remember to leave finger spaces
	Remember to write on the line
	Remember to sound out words
Sp	Remember to use / spell these words correctly
	Remember to check your work when you are finished
VF	Verbal feedback has been given to the child. Add brief notes of the main points – these could be bullet points
^	Insert a missed word: It ^ a dark night.
/	Start a new paragraph
✓ or ✓✓	Excellent use of phrase, sentence, etc.
	Next steps comment
R	Respond to this next steps comment in green pen

Appendix D: The Marking Code (KS2)

This marking code will be stuck in the front of children's workbooks and displayed in classrooms. Teachers will mark all work in red pen and follow the marking code to correct errors that are beyond the Learning Objective.

Symbol	Meaning
✓ Next to Learning Objective (Stamper can also be used)	Learning Objective achieved
W Next to Learning Objective (Stamper can also be used)	Working towards Learning Objective
S Next to Learning Objective	Supported work (comments can be made by adult supporting child)
Highlighted word or phrase	Learning objective met or well done, this is effective language
	Remember to use full stops
	Remember to use capital letters
Sp	Remember to use / spell these words correctly
VF	Verbal feedback has been given to the child. Add brief notes of the main points – these could be bullet points
^	Insert a missed word: It ^ a dark night.
//	Start a new paragraph
✓ or ✓✓	Excellent use of phrase, sentence, etc.
	Next steps comment
R	Respond to this next steps comment in green pen
PN	Punctuation missing
TN	Tense not consistent
SV	Subject verb agreement (teacher will explain this as needed)