

Name of policy: Quality of Education & Assessment Policy

Version	Date	Approved by governors	Description
1	Jan 2016	11.01.16	New policy
2	Dec 2016	05.12.16	Key Principle 1 - Updated statement to include an explanation and overview of the Learning Loops cycle. Key Principle 2 - Guide to Assessing Against National Curriculum Objectives added. Key Principles 3 – 5 – no changes made.
			Key Principle 1 – Approach to developing Maths Mastery included.
3	Jan 2019		Key Principle 2 - Updated contents of Purple Folders and removal of Target Time books.
4	October 2019	04.11.19	Policy rewritten to encompass new approach to the curriculum.
5	January 2021	08.02.21	Updates to the Big Ideas and curriculum questions
6	March 2023		Updated curriculum map example added which included changes to maths mastery approach. Multiplication check added to assessment section under Key Principle 2

Version	Date	Approved by governors	Description
			Adapted Maths and English approaches to assessment – Key principle 2 VIP section updated in Key Principle 3

This policy is due for review on: Summer 2025



Highwood Primary School Quality of Education & Assessment Policy



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Aims

Vision Statement

(What we want to achieve for our children at Highwood)

At Highwood, we believe that every child should be treated as an individual.

All children will know themselves as learners and will strive to be the best they can be in all aspects of life.

Highwood children will be ready for our ever-changing world.

Mission Statement

(How we will achieve our vision)

Our children will be exposed to a climate of possibility, which will enhance their excitement and passion for imagination and creativity.

Through our rich and relevant curriculum, we will light the spark of curiosity in our children developing a thirst for learning.

We will help improve the learning behaviours needed for our children to be successful and ensure they are motivated to continually improve.

Learning at Highwood is centred around our 6 Learning Behaviours:



These Learning Behaviours provide the vehicle for our Vision and Mission statements to become a reality. They will form the basis of all curriculum planning and are embedded in all elements of Teaching, Learning and Assessment provision, including staff appraisal and CPD opportunities.

Key Principles

At Highwood we believe that children learn best when opportunities for developing our Learning Behaviours are embedded into classroom practice.

This is supported through:

1. Well planned learning activities that ensure a progression of skills and knowledge in the short, medium and long term as well as motivating children to develop their Learning Behaviours.
2. An assessment system that puts the child at the centre of the process and allows them to take ownership of their learning.
3. A rich learning environment providing a purposeful atmosphere as well as making the children feel safe.
4. Strong links between home and school highlighting the importance of parental involvement in their children's learning.
5. Strong Professional Development opportunities for all school staff.

Key Principle 1

Well planned Learning activities that ensure a progression of skills and knowledge in the short, medium and long term as well as motivating children to develop their Learning Behaviours.

Curriculum Design - Highwood's school curriculum has been designed to make sure our children are able to meet the school's vision using the concept that we collectively refer to as our **3D curriculum**.

This concept is planned through:

Vertical links - planned links between topics, concepts, vocabulary etc in each year group

Horizontal links - planned links between topics, concepts, vocabulary etc in subjects across the whole school.

Diagonal Links - planned links between topics, concepts, vocabulary etc in multiple subjects areas in multiple year groups.

In order for our curriculum to have an impact on learners' long term memory, at Highwood we focus on the 'Big Ideas' (the essential aspects in each curriculum area), so that key elements of learning are planned to be constantly revisited and the children's conceptual understanding deepens as a result. An example of how the Big Ideas are created and then mapped across the curriculum can be seen here:

THE BIG IDEAS OF SCIENCE

At Highwood, our Science curriculum aims to ensure that all pupils:

- ♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ♣ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- ♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

This is developed through the planned and repeated coverage of the following key areas:

Physics

P1: The universe follows unbreakable rules that are all about forces, matter and energy.

P2: Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe.

P3: Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.

Chemistry

C1: All matter (stuff) in the universe is made up of tiny building blocks.

C2: The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc).

C3: Matter can change if the arrangement of these building blocks changes.

Biology

B1: Living things are special collections of matter that make copies of themselves, use energy and grow.

B2: Living things on Earth come in a huge variety of different forms that are all related because they all came from the same starting point 4.5 billion years ago.

B3: The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live

Earth science

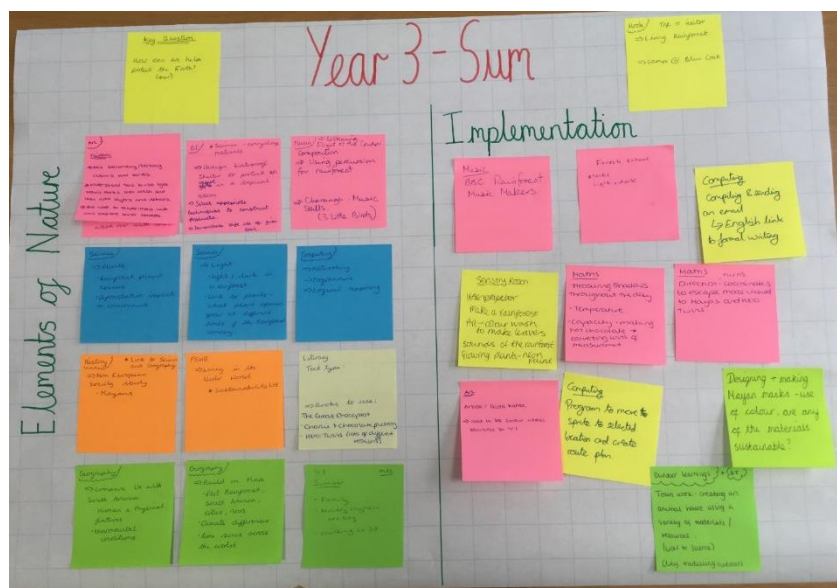
E1: The Earth is one of eight planets that orbit the sun.

E2: The Earth is tilted and spins on its axis leading to day and night, the seasons and the climate.

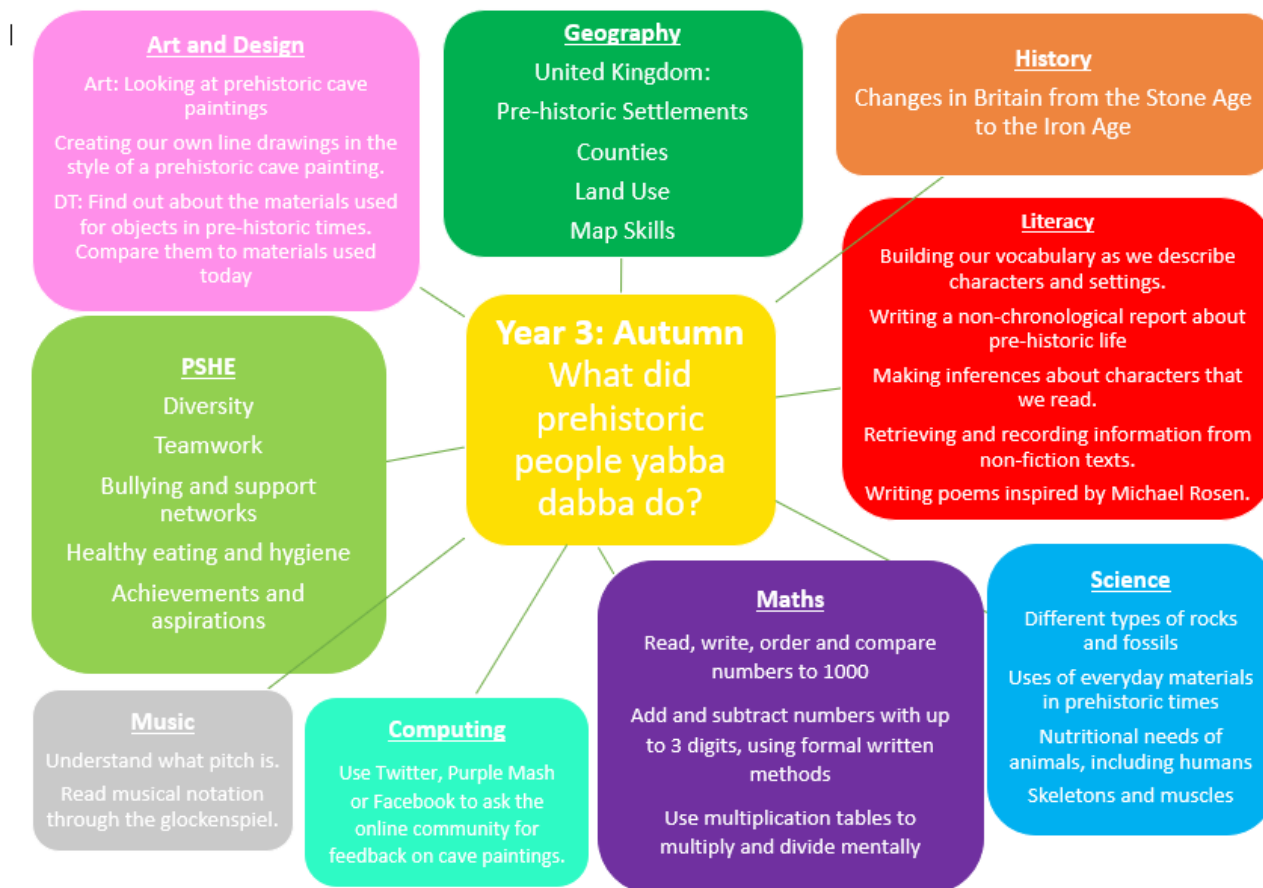
E3: The Earth is made up of several layers, including a relatively thin rocky surface which is divided into tectonic plates, and the movement of these plates leads to many geologic events (such as earthquakes and volcanoes) and geographical features (such as mountains.)

	Aut 1				Aut 2				Spr 1				Spr 2				Sum 1				Sum 2			
F2	B1	B2	C1	C2	B1	B2	C1	C2	B1	E2			B1	E2			B1	C1	C2	P2	B1	C1	C2	P2
1	B2	B3			E3				C1	C2			C1	C2			B2	B3	E2		B1	B2		
2	C1	C2			C1	C2			B1	B3			B1	B3			B1	B2			B1	B2		
3	C1	C2	C3	E3	B1	B2	B3		B1	B2	B3		P2				B1	B2	B3		P1	P2	B3	
4	B2	B3			B2	B3			B3				C1	C2	C3		P1	P3	C2		P1	P3		
5	C2	C3			E1	E2	E3	P1	P2	B1	B2	B3	B1	B2	B3		B1				B1			
6	B2	B3			P1	P3				P1	P3		P1	P3			B1				B2			

At Highwood, the National Curriculum objectives are organised together to best match the cross-curricular concepts and links. This process has been completed by SLT and subject leaders based on their 'Subject Vision' presentations at the curriculum design stage. Through curriculum INSET, all school staff have had an input into the implementation stage so that all possible opportunities, particularly in the local area, are explored.



To give each term a focus, the curriculum content is then crafted under a Key Question:



And detail is provided for our parents to help support learning at home by show each key aspect of learning for each subject area:

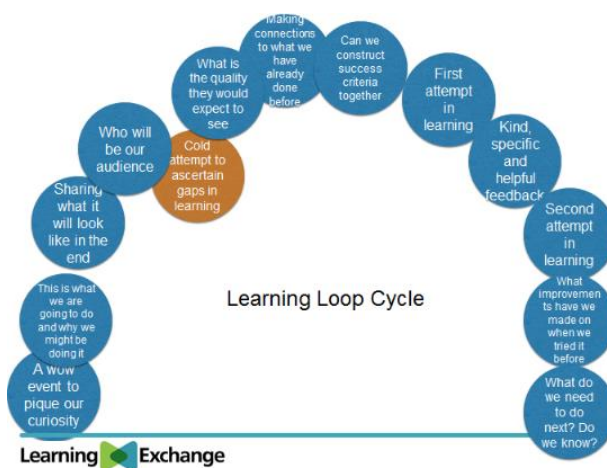
Year 3 Autumn: What did prehistoric people yabba dabba do?	
<p>Literacy</p> <p>Writing</p> <p>Planning</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write to learn from its structure, vocab and grammar. Begin to record ideas to inform own compositions (i.e. in the jotter/magpie books). <p>Draft and Write</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue) and reflecting on vocabulary choices for effectiveness of achieving purpose. Begin to structure paragraphs around a theme/topic. In narratives, create and describe settings and characters and devise plots through: Innovating on shared vocabulary choices that suit purpose. Using expanded noun phrases and preposition phrases e.g. <i>On her face, she had spots.</i> Using inverted commas to indicate direct speech. Describing characters in terms of appearance. Creating a simple beginning, middle and end. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> Assess the effectiveness of own writing and others suggesting improvements. Propose changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. <p>Grammar</p> <p>Revising any needed Y1/Y2 knowledge, pupils in Y3 need to also be able to know, identify, use:</p> <ul style="list-style-type: none"> preposition, conjunction, word family prefix and suffix phrase, clause and subordinate clause direct speech and inverted commas. consonant, consonant letter vowel, vowel letter <p>Reading</p> <ul style="list-style-type: none"> Identify how language contributes to meaning Retell some fairy tales or traditional tales orally. Discuss words that capture the reader's interest. Infer feelings, thoughts & motives of characters and link to the text using simple evidence. Read own writing aloud using appropriate intonation, tone and volume. Use age-appropriate dictionaries to check the meaning of words. Perform poetry aloud using volume and action. Retrieve key information from non-fiction. Apply some of their growing knowledge of root words, prefixes and suffixes to read aloud and understand new words. Identify conventions of stories and basic themes. Discuss a wide range of fiction, poetry, plays, non-fiction (ongoing) Prepare poems to read aloud and perform, using intonation. Recognise different poetic forms <p>Key vocabulary: Inference, deduction, intonation, dialogue, non-fiction, preposition, phrase, clause, conjunction, consonant, vowel, inverted commas/speech marks</p>	<p>Mathematics</p> <p>Number – place value</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations Recognise the place value of each digit in a 3-digit number (hundreds, tens and ones) Count from zero in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number Read and write numbers to 1000 in numerals and words Compare and order numbers to 1000 <p>Number – Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally Add and subtract numbers with up to three digits, using formal written methods Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers <p>Number – multiplication and division</p> <ul style="list-style-type: none"> Write and calculate mathematical statement for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods Show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot Count in steps to 2, 3 and 5 from 0 and in 10s from any number, forward and backwards Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <p>Key vocabulary: digit, number, numeral, place value (hundreds, tens and ones), column addition, column subtraction, estimate, inverse, commutative, equal parts, share, groups, lots of, estimate, inverse</p>

Year 3 Autumn: What did prehistoric people yabba dabba do?			
<p>Geography</p> <p>Locations</p> <ul style="list-style-type: none">✓ Locate counties and cities of the U.K and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time <p>Key vocabulary: county, city, settlement, land-use, nomadic, village</p> <p>Human and Physical</p> <ul style="list-style-type: none">✓ Use geographical vocabulary <p>Key human vocabulary: hill-fort, farm</p> <p>Key physical vocabulary: valley, hill</p> <p>Skills</p> <ul style="list-style-type: none">✓ use the points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world <p>History</p> <p>Chronology of events</p> <ul style="list-style-type: none">✓ Timeline detailing the changes to the local area from the Stone Age to the Iron Age <p>Key vocabulary: prehistoric, BC, Stone Age, Bronze Age, Iron Age, megalithic, monuments, ceremonial, agricultural, crops, hunter-gatherers, religion, archaeologists, tribal kingdoms, Neolithic, tools, weaponry</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none">✓ Analyse drawings, artefacts and maps from the past✓ Identify and explore similarities and differences between these time periods <p>Key vocabulary: artefacts, archaeology, Stonehenge, pottery, smelted, copper, bronze, tin</p> <p>Change and continuity</p> <ul style="list-style-type: none">✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: development, advancements</p> <p>Cause and effect</p> <ul style="list-style-type: none">✓ Draw conclusions as to why change has happened <p>Key vocabulary: question words "who, what, why, when, where, how"</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none">✓ Examine the importance of archaeological discoveries✓ Debate how forming of such monuments like Stonehenge could have happened✓ Analyse how important this time period was – is it considered to be more important to Britain compared to other regions? <p>Key vocabulary: ceremonial, cemetery, hypothesis</p> <p>MFL</p> <p>French</p> <ul style="list-style-type: none">✓ Listen and respond to simple rhymes, stories and songs✓ Listen attentively and understand instructions, everyday classroom language and praise words <p>Literacy</p> <ul style="list-style-type: none">✓ Recognise some familiar words in written form <p>Intercultural understanding</p> <ul style="list-style-type: none">✓ Learn about the different languages spoken by children in the school✓ Locate country/countries where the language is spoken <p>Key vocabulary: See homework Books for full list of vocabulary and translations.</p>	<p>Science</p> <p>Rocks</p> <ul style="list-style-type: none">✓ Compare and group different rocks based on their appearance and simple physical properties✓ Describe how fossils were formed✓ Investigate how rocks were used in prehistoric times – linked to DT <p>Key vocabulary: igneous, sedimentary, metamorphic, erosion, grains, crystals, permeable, impermeable, fossils: body, trace, cast, mould</p> <p>Uses of everyday materials</p> <ul style="list-style-type: none">✓ Explore and evaluate uses of materials in history – linked to DT✓ Compare and contrast the materials used in prehistoric and modern times, as well as the reasons why <p>Key vocabulary: transparent, opaque, durable, waterproof, absorbent, flexible</p> <p>Animals, including humans</p> <ul style="list-style-type: none">✓ Explore the nutritional needs of various animals, including humans✓ Identify that humans and some other animals have skeletons and muscles for support, protection and movement✓ Compare and contrast animals, including humans from prehistoric times to present <p>Key vocabulary: nutrition, carbohydrates, fats, protein, vitamins, minerals, water, fibre, vertebrate, invertebrate, skull, spine, pelvis, ribs, femur, knee, ankle</p> <p>Art</p> <p>Media: Printing</p> <p>Appreciation:</p> <p>Artist: Pablo Picasso</p> <ul style="list-style-type: none">✓ To describe how a piece of art makes you feel giving reasons✓ To create art work in the same style as an artist <p>Skills</p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none">✓ To explore cutting techniques using lino✓ To explore layering colours using lino press block <p>Investigating and making art:</p> <ul style="list-style-type: none">✓ To design a complex pattern made up of 2 or more motifs✓ To print a tiled version <p>Evaluating and developing art:</p> <ul style="list-style-type: none">✓ Identify similarities and differences between own work and others✓ To identify aspects that could be improved and suggest solutions <p>Key vocabulary: Soft cut lino, cutting tools, reversed, positive print, negative print, trace, design, cut, print</p> <p>Outdoor Learning</p> <p>Research</p> <ul style="list-style-type: none">✓ Which foods/ recipes can be cooked on a fire and what resources would be needed✓ Fire safety techniques and learn what safety equipment will be needed✓ Pre-historic weapons <p>Design</p> <ul style="list-style-type: none">✓ Create a fire safety information leaflet to show understanding of the rules✓ Design a weapon which can be made from natural resources <p>Create/ Evaluate</p> <ul style="list-style-type: none">✓ As a team, create a fire safety✓ Make the weapon you have designed using natural resources from the environment. <p>Key vocabulary: fire, safety, gloves, boundary, kindling, rules, wood, sticks, teamwork, fire pit, oxygen, heat, fuel, fire triangle, kneel, pre-historic, weapon</p>	<p>DT</p> <p>Research:</p> <ul style="list-style-type: none">✓ Find out about materials that were typically used in pre-historic times.✓ Find out about: Weapons, Household objects, Pottery, Fashion.✓ Find out the processes by which the materials were made into objects. <p>Evaluate:</p> <ul style="list-style-type: none">✓ Compare the suitability of the materials used in pre-historic times, to materials used today. <p>Key vocabulary: materials, wood, metal, rock, pre-historic, product, suitable, invention</p> <p>Computing</p> <p>Computer Science - Networks</p> <ul style="list-style-type: none">✓ Create binary numbers for characters✓ Decipher binary numbers to characters <p>Information Technology – Using a range of software</p> <ul style="list-style-type: none">✓ Record and upload image✓ Navigate website for information <p>Key vocabulary: Binary, Ascii, Decipher, Place value, Identify, Commands, Code</p> <p>PE</p> <ul style="list-style-type: none">✓ Health, Fitness & Wellbeing – Circuits✓ Control/Pass & Receive/Target – Football✓ Catching/Throwing/Agility – Tag Rugby✓ Catching/Throwing/Target/Strategy – Netball <p>PSHE</p> <p>Valuing Difference: What does respect look like in a relationship</p> <ul style="list-style-type: none">✓ Diversity✓ Teamwork and Cooperation✓ Bullying and Support Networks <p>Being My Best: How can we keep ourselves healthy</p> <ul style="list-style-type: none">✓ Hygiene✓ Body Image✓ Achievement and aspirations <p>Key vocabulary: empathy, positive relationships, consequences, acceptable/unacceptable physical contact, personal safety, confidentiality, collaboration, dispute, compromise, aggression</p> <p>RE</p> <p>Hinduism</p> <ul style="list-style-type: none">✓ Learn the stories of Diwali✓ Explore the arts and foods of the celebration✓ Understand why is it important to Hindus <p>Judaism</p> <ul style="list-style-type: none">✓ Learn about Bar and Bat Mitzvahs✓ Understand the importance of the ceremony to Jewish people <p>Key vocabulary: Diwali, Rama, Sita, Ravana, Lakshmi, Hanuman, diva, Rangoli, menorah, Bar Mitzvah, Bat Mitzvah, commitment, ceremony</p> <p>Music</p> <p>Appreciate</p> <ul style="list-style-type: none">✓ Listen and respond to Saints Songs 'The Carnival of the Animals' -Fossils.✓ Understand how to find pitch in natural objects (water in bottles, different size stones, different materials). <p>Play, Sing and Create</p> <ul style="list-style-type: none">✓ Learn to read musical notation through learning to play the glockenspiel. <p>Key vocabulary: Pitch, glockenspiel, lithophone xylophone, minim, crochet, semibreve, stave, rest</p>	

Key Questions across the school are as follows:

	Year group theme	Autumn	Spring	Summer
F1	Finding out about ourselves	What makes us special?	Why do things change?	How are all animals different?
F2	Finding out about our environment	Could Dinosaurs live in Woodley?	How is the World filled with colour?	Who are our local heroes?
Year 1	Understanding change	Where in the World am I?	Will we play with the same toys when we are older?	Which animal would you invite to tea?
Year 2	Expanding horizons	Was the Great Fire of London a total disaster?	Where in the world would we like to explore?	What could go in our Best British Banquet?
Year 3	Elements of nature	What did the Pre-historic people yabba- dabba do?	How has water shaped our world?	How can we help protect our planet?
Year 4	Exploring the past	What is more precious: Water or Gold?	What did the Romans ever do for me?	How have our coast made Britain great?
Year 5	Shaping the future	Has our planet finished evolving?	Is invasion ever justified?	How do you build an Empire?
Year 6	Investigating change	Does change always lead to progress?	What would a World without war look like?	What is the secret to success?

Learning is then organised into a Learning Loop, so that the progression of knowledge and key aspects of the journey to answering the Key Question are mapped out across the term. Each Learning Loop starts with a launch event (to build up excitement for the learning to come) and finishes with a wow event (where parents can engage with their children's learning on a termly basis).

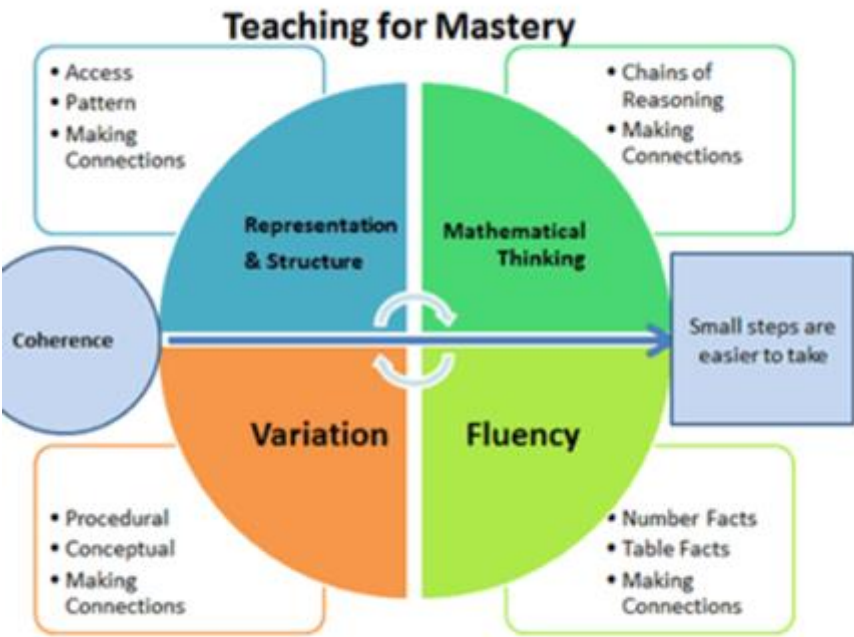


Once the Learning Loop has been planned for the core subject areas, the teachers then add how the creative arts will be included as well as planning the curriculum enrichment / external stimulus for the topic. The final stage is then to decide on what the overall outcome of the unit is intended to be and how this will be assessed. Once this overview is completed, teachers then plan how each of the school’s Learning Behaviours will be embedded through the activities. An example of the process:

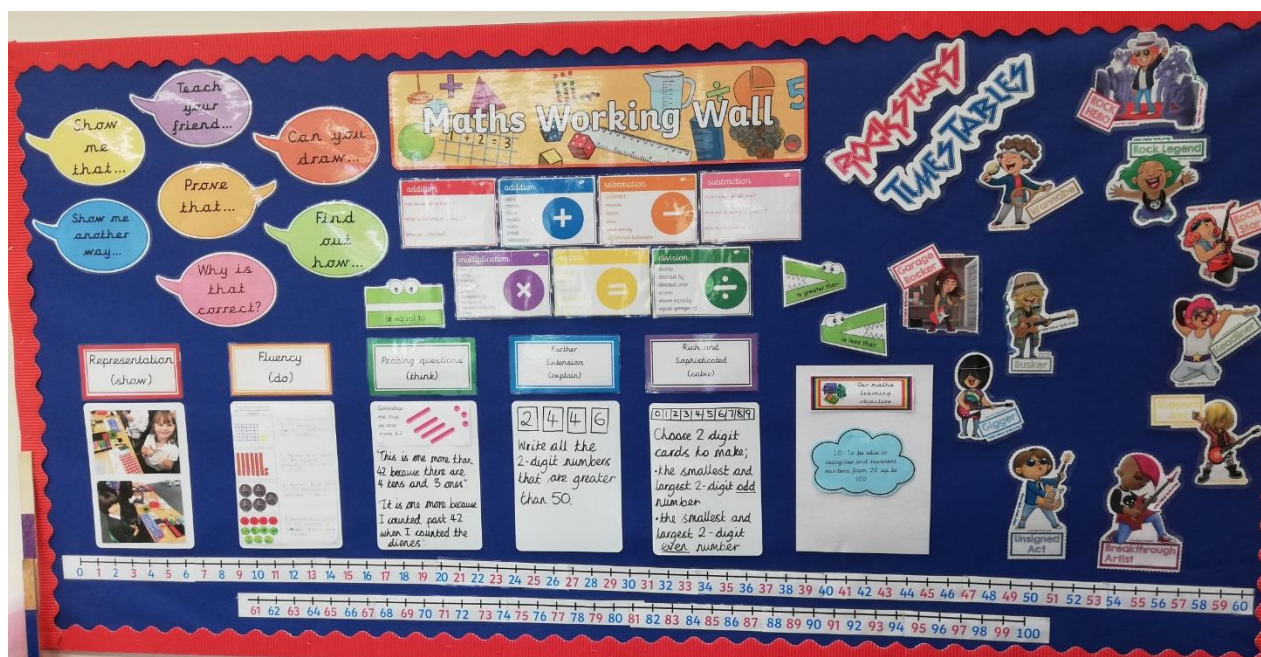


At Highwood, we follow a Mastery Flow for all lessons. Our focus has evolved into making learning deeper rather than tasks just becoming harder. This is achieved through planning small steps and incorporating oracy skills to aid reasoning. Every objective taught across the school will be developed in the following 5 stages:

Representation > Fluency > Probing Questions > Further Extension > Rich and Sophisticated Tasks



All objectives are planned out on the classroom working wall (see example below) and tasks are pre-prepared for children to access when they have achieved success. The children take ownership of this progression and the adults, when necessary, provide timely intervention.



Planning for curriculum enrichment centres around our focus on SMSC, PSHE and promoting British Values.

Key Principle 2

An assessment system that puts the child at the centre of the process and allows them to take ownership of their learning.

At Highwood we believe that Assessment \neq Tracking. The word **assess** comes from the Latin '**assidere**' which means **to sit beside**. Literally then, **to assess** means to **sit beside the learner**.

We see Assessment and Tracking as:

Assessment (Teachers / TAs, day to day):

- What do the children know?
- What do they need to know in order to improve?
- How can the child be helped to achieve the improvement?
- How are they achieving against the curriculum that is being taught?

Tracking (SMT, followed up in Pupil Progress Meetings):

- Are children achieving what is expected of them for their age?
- Are individuals making at least expected progress?
- Are groups of children making at least expected progress?
- What patterns / trends can be identified across areas of the school?

There are three broad overarching forms of assessment, each with its own purpose:

Type	Example	Purpose
Day to day in-school formative assessment	Question and answer during class	Feedback
	Marking of pupils' work (See Appendix 1 Marking Key)	
	Observational assessment	
	Cold Tasks in Writing and Maths (see Maths and Writing cycle document)	
	Regular short recap quizzes	
	Scanning work for pupil attainment and development (with eyes not electronic devices)	
In-school summative assessment	End of year tests	Summary
	End of topic tests	
	Reviews for SEND pupils	
	Reviews for PPG pupils	
Nationally standardised summative assessments	Reception Baseline	Accountability
	Phonics screening	
	Multiplication check	
	National Curriculum tests at the end of KS1	
	National Curriculum tests at the end of KS2	

All examples shown in the table above take place at Highwood and are timetabled in at appropriate times within each term. The evidence gathered is used to check progress and inform children and parents about well their children are doing at school.

At Highwood we also believe that Feedback ≠ Marking.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Education Endowment Foundation

In order for the child to be at the centre, feedback should:

- Be specific, accurate and clear (e.g. *"It was good because you..."* rather than just *"correct"*);
- Compare what a learner is doing right now with what they have done wrong before (e.g. *"I can see you were focused on improving X as it is much better than last time's Y..."*);
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Provide specific guidance on how to improve and not just tell students when they are wrong;
- Provide opportunities for children to identify success in their own learning (self- assessment);
- Provide opportunities for children to identify success in other children's learning (peer assessment).

Teachers may wish to use VF (verbal feedback) as a way of reminding themselves that they have had an input with a child during a lesson, but this is personal preference and is not an expectation.

Highwood's Assessment Cycle

English:

In Writing, teachers will use an **investigation** task at the beginning of a unit of learning to help establish an understanding of the writing genre. The children will then **plan** their writing using oral rehearsal, story maps and planning pro-formas. Next, they will **draft** their piece of writing, following a modelled write. This learning is scaffolded as appropriate. The children will be given an opportunity during the next stage to **revise**, identifying areas they wish to improve. The subsequent teaching sequence will then address these next steps, providing children with the opportunity to apply the skills being learnt by **editing** their writing. Children will be given live feedback (feedback during the lesson, using specific guidance for individuals) to help address misconceptions or raise expectations. At the end of a unit, the children will **publish** their work so the teacher can assess whether there has been a positive impact from the teaching sequence. This will be marked in depth and discussed with the children.



In our summative assessment, each key statement will be assessed from a variety of evidence using the following system:

Objectives will be:

- **Left blank** if untaught during that half term.
- Assigned **0** if taught but no understanding shown
- Assigned **1** if it has been taught and children are at the developing stage (Working Towards)
- Assigned **2** if the child is secure with the objective (Working At)
- Assigned **3** if the child has mastered the objective (Working at Greater Depth)

Highwood Primary School Objective Analysis Tool – Assessing against NC objectives			
Not Achieved	Working Towards	Working At	Working at GreaterDepth
The pupil has been taught the objective but needs contestant support to achieve success.	The pupil can demonstrate the objective after some support. They show success with the lower order thinking skills of remembering and understanding.	The pupil can demonstrate the objective with limited support. They show success with the middle order thinking skills of applying and analysing.	The pupil can demonstrate the objective independently. They show success with the higher order thinking skills of creating and evaluating. This includes the ability to support peers in developing their understanding.
This would be assigned a '0' on our assessment documents.	This would be assigned a '1' on our assessment documents.	This would be assigned a '2' on our assessment documents.	This would be assigned a '3' on our assessment documents.
The child: <ul style="list-style-type: none"> • Can access with support from an adult helping with almost all the questions and explanations. • Will show limited independence, even in finding a starting point. • Will seek constant reassurance. • Will be unsure of the order of steps, but may know what things they could do or things they could use. 	The child: <ul style="list-style-type: none"> • Can achieve independently for most tasks when making simple representations. • Needs additional reminders and extra explanations. • Will not always retain the information for subsequent lessons. • Will have elements of success but gaps will be identified. 	The child: <ul style="list-style-type: none"> • May require reassurance at the start, but will be able to achieve independently. • Will make some clerical errors but will show the ability to correct them when prompted. • Will understand the learning and show ability to apply in different contexts. • Can verbalise their learning when asked by an adult or peer. 	The child: <ul style="list-style-type: none"> • Can access learning independently with ease. • May make the occasional error but will identify this and correct – sometimes this will be pointed out by an adult. • Can use this learning to support new learning. • Can justify a different approach to achieving the same intended goal. • Is willing and able to actively support peers in their learning.

Show pupils from 2018-2019 in 3KH Filter Pupils Show objectives for Maths as of 10/Oct/2019 Load Grid Download Undo Search objectives...													
	Overview	Pupil-001	Pupil-002	Pupil-003	Pupil-004	Pupil-005	Pupil-006	Pupil-007	Pupil-008	Pupil-009	Pupil-010	Pupil-011	Pupil-012
Last Summer 2 - Main Assessment		Exceeding	Below	Exceeding	Expected	Working	Exceeding	Exceeding	Exceeding	Working	Exceeding	Expected	Expected
Entry - Main Assessment													
Autumn 1 - Main Assessment													
Working Within		Y3	Y3	Y3	Y3	Y3	Y3	Y3	Y3	Y3	Y3	Y3	Y3
Y1 Objectives													
Y2 Objectives													
Y3 Objectives													
% Secured		77%	10%	74%	44%	33%	69%	64%	79%	31%	72%	41%	69%
% Secured to Date		97%	25%	94%	59%	41%	90%	81%	100%	46%	90%	57%	87%
Average Depth		2.3	1.3	2.4	1.6	1.4	2.2	2.2	2.9	1.5	2.3	1.6	1.9
Calculation													
Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds		3		2	1	2	3	3	3	1	3	2	2
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		3		2	1	2	2	3	3	1	2	2	2
Estimate the answer to a calculation and use inverse operations to check answers						1							
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		3	1	2	2		3	3	3	1	2	1	2
Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects		3	1	3	2	1	3	2	3	2	2	2	2

During termly moderations, colleagues will professionally challenge the data by asking questions such as:

How do teachers know the children are Developing, Secure or Mastering an objective?

If assigned a '3', what evaluating and creating have they done for that particular area of learning?

Can this be seen in their books?

Can the teachers talk through examples?

Is it evident in the learning environment?

Can it be articulated through pupil conferencing?

Once the moderation process has been completed, all class teachers then take part in a Pupil Progress Meeting (PPM). Present at this meeting is the HT, DHT, Head of Inclusion, AHT and class teacher. Teaching staff present the attainment and progress of their class and discuss any child that is causing concern. As a collective group, previous provision is scrutinised and future provision discussed and agreed. The AHTs then take on responsibility for co creating a PPM pack, identifying the following:

Reading			
Pupils identified as making slow progress		Points of discussion including strategies that have had an impact on barriers to learning	Agreed Action: What? Who? Expected Outcome?
Name	Expected standard to be on track.		
			Agreed Action: What? Who? Expected Outcome?

During AHT leadership time, the children identified are closely monitored and additional provision prioritised.

Key Principle 3

A rich learning environment providing a purposeful atmosphere as well as making the children feel safe.



In each classroom at Highwood, we expect to see evidence of all our school values:

These values underpin the professional culture of Highwood and are the basis for the school's behaviour policy. Each class has a 'Good To Be Green chart' and a Values logo displayed as a visual representation of our expectations of the children.

- The Good to be Green chart displays every child's name below a pocket containing a green, yellow and red card.
- Children are encouraged to stay green by referring to the School Values and how they can be upheld.
- In each class, the school values are displayed next to the 'Good to be Green' chart.
- Children have the chance to start afresh on a 'green card' every session and are expected to maintain that status throughout the day.
- If a child chooses not to adhere to the agreed values a verbal reminder will be given. If the behaviour continues, they are moved onto a yellow card.
- After reflecting and correcting their behaviour, the child is expected to apologise for their behaviour and once this cycle has been completed, they are moved back to green without further consequence. If a child ignores the warning opportunity, and continues to make bad choices through inappropriate behaviour, the yellow card is recorded and this will be added to their behaviour log. Behaviour logs will be discussed at each staff meeting and an overview of behaviour discussed with parents at the consultation evenings. If a child is involved in repeated 'yellow card' behaviours or a more serious incident, they will be placed on a 'red card'. Every red card will result in the child completing a reflection form (Appendix 2) and parents will be contacted by the class teacher.

Additional rewards

Good behaviour is always going to be praised but we have chosen to limit the amount of rewards, so that children become intrinsically motivated (they do it because they know it is right) rather than extrinsically motivated (they do it because they get something for it).

The expectation is that if the school's behaviour policy is skilfully applied by adults, then all children will feel safe and that learning opportunities can be maximised.

'Every child has a right to learn and every child has a responsibility to allow learning to happen'.

To recognise children who are always uphold the school values, we have a VIP reward system that uses the following criteria:



Each term children are assessed against the criteria above and it is decided whether they can be awarded with a VIP badge. If they meet all of the criteria in the Autumn term they will be awarded a bronze badge. If they continue to uphold all of the VIP values in the spring term, they will then be awarded with a silver badge and finally a gold badge in the summer term. If they don't meet one or more criteria above in the autumn term they have the chance to work on this area and potentially become a VIP in the Spring term.

If a child has met all of the Highwood VIP criteria, parents are sent a letter informing them if they have awarded a bronze, silver or gold badge. Children are then presented with their badge and we celebrate them becoming a Highwood VIP.

Key Principle 4

Strong links between home and school highlighting the importance of parental involvement in their children's learning.

There will be evidence in the classroom that Home Learning is valued, both from activities set by the teacher as well as tasks that occur from independent learning at home.

The School / Teachers will make sure that:

- Useful feedback is given to parents about their children's learning. This will include informal feedback as well as formal feedback through parental consultations and an annual written report.
- An increased number of consultations will take place for our most vulnerable children (SEND and PPG) to check progress more regularly.
- Parents will know how to support their children at home or in school.
- They are approachable and available to parents in a timely manner.
- Relevant communication will be available to parents in relation to class trips and school events and other relevant topics via letter, text or email.
- Parents feel welcomed into the school and feel that staff are approachable to discuss any issues that may arise.
- Opportunities to come into school to support their children's learning through volunteering or through planned learning activities.
- Our Family Centre meets the needs of our community and can offer help and support in any area that parents require.

- There are opportunities for the whole school community to come together and celebrate life at Highwood.

Key Principle 5

Strong Professional Development Opportunities for all school staff.

The school is committed to providing high quality Continuing Professional Development (CPD) for all school staff. Our appraisal / performance management procedures are rigorous and robust and are all explicitly linked to the School Development plan. Our value of 'Continual Improvement' is an expectation of all school staff.

The process

Teacher Staff:

From the initial Performance Management meeting schedule, all staff identify their CPD needs to support them achieve the targets set out in their appraisal document. The HT then collates this information and the CPD for the year is organised. Many aspects of professional development are covered in staff / phase meetings, or by the SMARTLog system utilised at Highwood. Ongoing support is provided through the monitoring cycle undertaken by the AHTs. Leadership days are rotated around the following aspects of scrutiny:

Leadership Meeting Document			Date:
Areas Discussed:			
<input type="checkbox"/> Year Group Profile	<input type="checkbox"/> Data Analysis	<input type="checkbox"/> Action Plan	<input type="checkbox"/> CV Feedback – Planning Support
<input type="checkbox"/> Planning Scrutiny	<input type="checkbox"/> Pupils Progress	<input type="checkbox"/> Book Look	<input type="checkbox"/> PPM Documents
<input type="checkbox"/> Staffing	<input type="checkbox"/> Classroom Learning Environments	<input type="checkbox"/> Corridor learning environments	<input type="checkbox"/> Governor Learning Walks

Feedback is then shared with staff and next steps agreed as a phase / individual and then future meetings are focussed on providing the CPD required for staff to continually improve.

Support Staff:

Each term the support staff also self-evaluate themselves in line with our monitoring cycle. They then meet with class teachers and/or the school's lead person for TA development to discuss their continual improvement plan. All the data is analysed by SMT to plan in-house CPD sessions for whole school development issues. Where possible, support staff will be utilised to lead CPD sessions with their colleagues as a way of sharing the excellent practice that takes place.

Admin Staff:

Each term the admin staff also self-evaluate themselves in line with our monitoring cycle. They then meet with their line manager to discuss their continual improvement plan. There are also regular audits of admin based tasks to Add, Improve or Remove tasks to make the office procedures more effective.

The school invests significant amounts of its budget for CPD sessions with external providers. Staff that attend disseminate this information with relevant colleagues.

Quality external CPD is planned in to support current priorities of the SDP, if necessary.

Acknowledgments:

Primrose Hill Primary School

www.primarycurriculum.me.uk

Education Endowment Foundation

Clare Sealy and Christopher Such

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