

Curriculum Planning, Marking and Feedback Policy



INTENT IMPLEMENTATION IMPACT

St Michael's Primary School

Review: Annually Updated October 2018

MISSION STATEMENT

We will prepare the children at St. Michal's school for life, by giving them the opportunity to fulfil their potential within a happy caring Christian environment, where every individual is valued.

Teaching, especially learning, is at the heart of this happy caring Christian Community.

Each member of our school community

Is committed to high standards for all

Is committed to meeting the needs of pupils as unique individuals

Is committed to teamwork, each stakeholder using their gifts and talents to build up the community as a whole.

Is committed to ongoing staff development and learning to ensure robust subject knowledge
Is committed to improve

We believe in offering as many enriching educational and life experiences for our pupils in order to develop their social, moral, cultural and spiritual development.

"I have come that everyone may have life and have to the full" John 10.10

INTENT

St Michael's staff are passionate about delivering a broad and balanced curriculum in line with the school ethos. We value the core subjects which underpin learning but promote science and foundation subjects within an integrated curriculum.

IMPLEMENTATION

Our mission statement sums up the expectations fostered at our school. We have a belief in mastery teaching that in almost all cases and circumstances a child can be supported to reach age related expectations in reading, writing and maths. We believe in 'Quality First' teaching for all children and have a clear set of phases to identify SEN children and a rigorous clear interventions policy which ensures we address any identified gap in learning at the earliest opportunity through robust assessment. We value a knowledge led curriculum which we aim to develop children's thinking and reasoning.

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to that age group. The Framework has been broken down into objectives to ensure there is clarity for the teaching staff on coverage.

1. **Maths medium term planning** generally follows White Rose Maths, Third Space materials, with supportive and extension materials available.
2. **SPAG English** objectives are supported by Alan Peat sentences structures which are assigned to each year group to ensure progression in sentence development and grammatical structures. We use the RML spelling to develop vocabulary and word power. We also use elements of Talk for Writing.
3. **Guided Reading** is planned from Bug Club book banded schemes
4. **Phonics** is planned from Letters and Sounds
5. **The English/Humanities and Science Curriculum** are based around an exciting novel. We use Focus education's cross curricular planning (from Autumn 2018) to ensure that there is an exciting hook and the children are exposed to quality authors. These are linked with science and humanities to keep the curriculum rich and exciting to teach and learn. Where possible we team teach in a rolling bi annual programme between Y1/Y2 Y5/Y6
6. **Science.** Some units are taught discretely to ensure National Curriculum coverage.
7. **PE** is structured from the PE passport and assessed via the app
8. **The Arts and DT** are integrated within the topics
9. **French** is taught in KS2 using Salut, but we also have a modern languages day each September.
10. **RE** is delivered through the 'Questful RE Syllabus'
11. **ICT** is a customised syllabus from MGL, with cross curricular links where possible.

IMPACT

Recent research by the Educational Endowment foundation indicates the most effective feedback and marking follows the following pattern.

IN CLASS FEEDBACK

We understand feedback is linked to progress and has to be timely to make an impact. In class feedback is used to support teacher's workload, ensure it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs.

CORRECTIVE TEACHING/SUMMATIVE ASSESSMENT

When a pupil has not met the learning objective there is timely support so they are able to continue on the learning journey with their peers. It is noted in the teachers planning. It may be addressed in the next lesson, by a Teaching assistant, in small groups in the lesson or at homework club. The misconceptions may be identified during in- class marking, conversations with the child, during the plenary etc. The teacher makes a note in their planning, how they will address the identified misconceptions or need for extension. They will track and monitor those pupils against their starting points for learning.

PRE TEACHING/PRE ASSESSMENT

All teachers must be aware of pupil's prior attainment. Through our pre learning assessments KS1 KS2 and the NFER assessments KS2 we aim to pre-empt the difficulties for some pupils. We analyse the information and plan the learning according to individuals and cohorts. The Pre learning assessments provide the starting points for learning. Where possible the teaching assistants support teachers and complete pre - learning activities or activities in lessons will be tailored to address the learning gap. This might be re visiting vocabulary, basic skills needed to access the age related objective.

TEACHING ASSISTANTS AND INTERVENTIONS – see interventions policy

At St Michaels when we identify need we use both the teaching assistants and teachers to deliver short focused interventions. Teaching assistants in KS2 are not tied to a class. The interventions are repeated over a week either daily, or 3 times a week. The interventions are specific and short sharp intervention is given to address the misconception.

PARTNERSHIP

Teachers engage parents through September welcome meetings. Termly newsletters and Class Do Jo messaging and parents evening to ensure an effective partnership in order to support children to meet age related expectations.

MARKING

- Feedback should direct or refocus the teachers or learner's actions to achieve a goal.
- Marking needs to be specific, accurate and clear and staff focus on the learning objective or any failure to achieve age appropriate basic skills. Staff record in their planning when a child falls behind or needs extension the following day.
- Any comments are sparing but meaningful and range from: stimulating the correction of errors or improvement of a piece of work, scaffolding the pupils' next steps, providing opportunities for the pupil to think for themselves, commenting on progress over a number of attempts, providing pupils with the opportunity to respond or peer mark.

AGREED PROCEDURE

Focus of marking

- Marking criteria is shared with the children in the front of all our books.
- Learning objectives are shared with the children.
- Staff mark the objective with a pink tick if it is achieved. Any comments should focus upon key issues linked to lesson objectives and targets.
- The teacher or the children might also use a 'tickled pink highlighter' to show examples of success against the learning objective They can also request a correction or next steps action with a 'green for growth highlighter'

Next Steps

- **When appropriate teachers** will include formative comment to support a child's progress and direct the next stage in their learning.
- Next steps could include questions, reminders, scaffold (an example of what they need to do) example (exact sentences, words or processes to copy)
- Time is given for children to read comments and make a response including corrections.

Self and Peer Assessment

Children are encouraged to proof read and self -correct, particularly in line with the lesson objective. Self and Peer assessment are completed in green and pink pen will be used to

- **Self-mark**
- **Identify areas the child or peer sees as successful**
- **Identify an improvement point**
- **Carry out improvements based on teacher's feedback**
- **Give feedback to a peer**
- **Pose a question for the peer to respond to.**
- **Tell Ask Give (TAG)**

Dialogue

A variety of approaches are taken to marking work. This may be oral feedback from a teacher or TA or include children marking one another's work, self-assessment, one-to-one discussion.

MARKING AND FEEDBACK IN THE EARLY YEARS AND FOUNDATION

In the foundation stage, marking and feedback strategies include:

Verbal praise – effort, perseverance and task focused.

We do not praise perceived ability - 'you are clever/bright

Stickers and stamps

Written annotations, short narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play and work.

SPECIFIC MARKING AND FEEDBACK

Subjects such as PE, Music, Drama and some aspects of ICT should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Sometimes we take photographs to evidence practical work or collaboration skills. These are pasted in the exercise books.

Class Do Jo is also used to communicate some examples of work.

MODERATION

Maths, reading and writing are all moderated internally to ensure we make robust judgements, particularly on transfer between key stages. EYFS to Y1; Y2 to Y3. Trafford offer moderation sessions for Y2 and Y6 teachers and St Michael's also work with the TTSA to moderate. Y3, Y4, Y5 are also subject to internal moderation.

Every term the teachers meet to moderate writing and ensure that teacher assessments are accurate. We work annually with TTSA who facilitate cross school writing moderation. This standardises the judgements. We also have own internal system of moderating.

FORMAL ASSESSMENT CYCLE

- **KS1/KS2 SATS MAY**
- **Y1 phonics – June**
- **Annual NFER summative tests in Reading and Writing and Maths** in October, and February and June.
- **Writing** is moderated by all staff and then a Teacher Assessment agreed based on the child's performance in class.
- **PE** is assessed on the I pad using our cross phase assessment system.
- **EYFS** is assessed and recorded on Sims. 2 Simple is used to add photographs to the learning journeys of each child against the EYFS objectives.
- **Science** and **Foundation subjects** are assessed as achieving or below expected year group targets set by national curriculum through Bug Club and Active learn.
- **Reading** is also assessed in small groups through Bug Club.
- **IT** is assessed at the end of each unit
- **RE** is assessed at the end of each unit.

School Reports

Are issued at the end of the school year. The core subjects, including RE are marked as **below, at or exceeding age related expectations**

Other subjects such as Science, Geography, History, Music and PE are marked at or below age related expectations.