

St. Peter's CE Primary, Farnworth



Curriculum Policy Assessment and Feedback

Reviewed May 2023

Subject leaders: K Simmons

What is our vision?

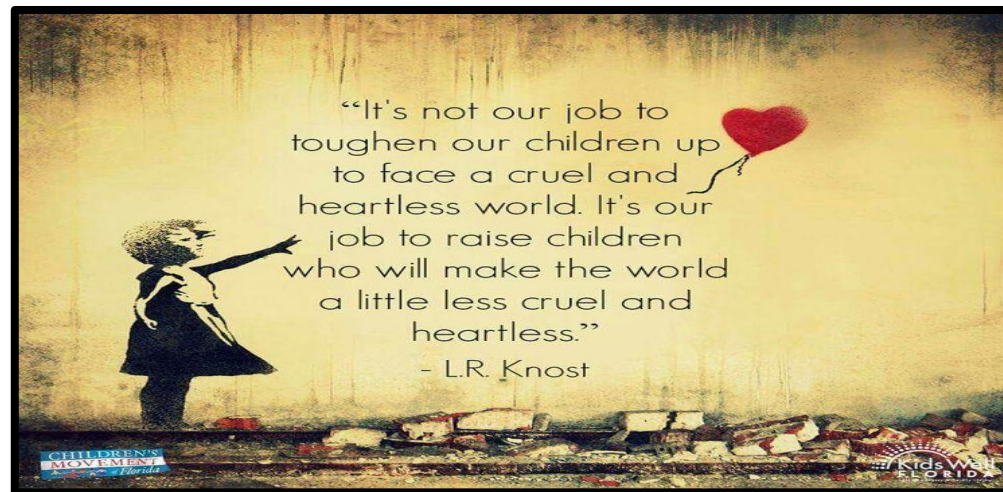
As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

Our vision is to develop our children to enable them to create the future they aspire for themselves.

Our children will contribute to and prosper in society.

Our school purpose is to signal a route to a life that many don't think possible! Our overall aim is to maximise social mobility!



How will our vision be achieved?

We believe our vision will be achieved if we provide our children with an environment, underpinned by British and Christian values, in which they can

“Learn, Sparkle & Shine...”

We **aim** to effect the environment to which the children are exposed, to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,

It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humour, hurt or heal.

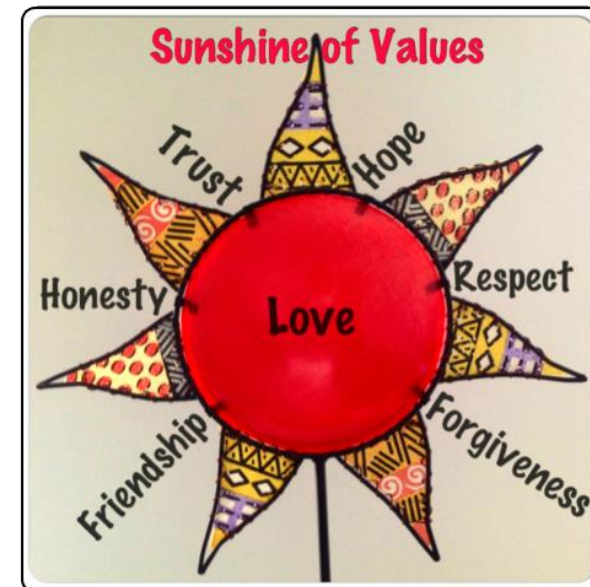
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and

A child humanised or de-humanised.

Dr Haim Ginott

We **aim** to ensure our environment is underpinned by Christian and British Values; to maximise pupils' opportunity to

“Learn, Sparkle & Shine...”



Our aim Our children will....	Our beliefs and values. Why?	Our strategy What will we do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills.	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together.	We believe that by using Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

"Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us."



Develop the elements of wisdom, dignity, hope and community.

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

Sparkle



Sparkling is **knowing who I am**, **what I love** and **being proud to be me**.

Allow for the development of individuality, character development, hope, aspiration, courageous advocacy.

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
- Have high expectations for all groups of children - Have strong subject knowledge - Promote independence - Promote confidence - Offer praise and encouragement - Are enthusiastic and positive about learning - Model good learning - Offer high quality conversation and talk	- Have a distinct knowledge base - Are purposeful - Are memorable - Are active - Are engaging - Are focussed - See children and teachers working as a learning team	- Develop basic skills - Meet children's individual learning needs - Broaden and extend experiences - Offer an opportunity to try new things - Are cross curricular if appropriate - Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Assessment and Feedback Policy

At St Peters, assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. Also, it should be used to inform children about their learning, what they have achieved well and where they can continue to make improvements. Assessment, by whatever means it is collected, should be used to have impact on that child's learning and therefore to help them move forward on this journey.

Statement of Equal Opportunity.

As stated in the schools Mission Statement and the Equal Opportunity Policy it is our responsibility to educate every child intellectually, socially, morally, physically and spiritually. It is also every child's entitlement to achieve a personal best in all aspects of school life. Assessing the learning needs of every child and providing for those needs is at the heart of this policy.

Principles of assessment are:-

- to provide information to support progression in learning through planning of specific tasks;
- to provide information for target setting for individuals, groups and cohorts;
- to support children in understanding what they have achieved and what they need to do next.
- to share learning goals with children;
- to involve children with self assessment;
- to help pupils know and recognise the standards they are aiming for;
- to raise standards of learning;
- to identify children for intervention;
- to inform parents/carers and other interested parties of children's progress;
- to complete a critical self evaluation of the school.

Attainment and achievement/progress

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement/progress is a relative measure that refers to how much progress a pupil has made from her initial starting point. It refers to the difference between where a pupil started from and where she has reached. Achievement/progress can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

At St Peters, we aim to create a culture of high achievement and expect every pupil to reach the highest possible attainment that they are capable of.

Types of assessment:

At St Peters, we use a combination of formative and summative assessment as outlined below:

Formative Assessment – assessment for learning

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for learning opportunities are a natural

part of teaching and learning and they are constantly taking place in the classroom through discussion, listening and analysis of work.

They are based around the WALT and WILF that are set for each lesson. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Summative Assessment - Assessment of Learning

Summative assessment is important for informing both parents/carers and teachers of a child's attainment and progress. It assess a child's attainment at a certain point in time and will assess a range of learning that has occurred previously to that point.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future.

Formal Assessment

Testing the children is an important part of assessing the children's level of attainment and monitoring their progress.

The following tests take place during the year:

- NFER Reading (Yr1)
- SAT's assessments Reading and Maths (Yrs 2 and 6)
- SAT assessment GAPS Y2 and Y6
- Rising Stars Reading (Yrs 3-5)
- Rising Stars Punctuation and Grammar Tests (Yrs 3-5)
- Maths termly assessments written by the subject leader
- Writing, on-going, assessed across the year
- Weekly spelling and times table or number bonds tests
- 100 spellings in each year group
- Mega measures facts
- Reading Ages
- Government baseline assessments for EYFS

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school and more specifically each pupil in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Analysis of Information.

Data gathered is thoroughly analysed and findings are used to inform future planning.

The Deputy Head Teacher and Assessment lead meet with the class teachers to discuss the data in pupil progress meetings each term. Each child's progress, attainment and targets are discussed. Any issues are identified and an appropriate action plan is discussed. This may take the form of a meeting with parents, to focus on particular skills at home, the setting of individual homework, reconsidering the planning for a particular group etc.

It is at this point that children who may benefit from intervention strategies available in school are identified.

Where a group of children are identified as having an issue, suggestions will be made as to the cause. Decisions are taken in the meeting regarding any changes to provision, which might be needed.

Reporting to Parents/carers

Parents/carers are kept up-to-date with their child's progress and development. This is done through parent/carer consultations which take place twice a year, a grade check that is sent home following the autumn and spring term assessment periods and the end of year report. Parents are also able to request a meeting with their child's class teacher at any other point throughout the year.

During the parent/teacher consultation, the parents/carers will have the opportunity to find out what their child is attaining in Reading, Writing and Maths and what their next steps are. If parents/carers would like to know this information at other points in the year then they are able to make a separate appointment with their child's class teacher. In the Summer Term a written report is sent home for every pupil in the school. This follows the guidance set out in the Assessment and Reporting arrangements booklet (ARA) for that academic year.

Responding to Children's Work

We believe that the marking and feedback that we give a child is essential in moving that individual child's learning forward – both to highlight positives within work that will continue to develop learning and also guide the pupils through areas of learning that they have found challenging. This policy has been developed as an integral part of ensuring pupil progress.

We know from the EEF guidance report on effective feedback (2021) that feedback is likely to be more effective if it is preceded by high quality initial instruction that specifically meets children's needs and gives children precise information about how to move forward with their learning. It is also more likely to be effective if teacher's carefully judge when children receive feedback and consider how to give this taking into account individual children's confidence, level of motivation and ability to receive the feedback.

As teachers we use evidence from children's work to inform our future planning so that work is relevant to the needs of the learners in our care. We also use marking to make assessments about the level that children are working at and to inform others such as parents and other staff.

To this end we follow five principles of marking and feedback – the 5P's. These are praise, probe, precise action, practice and plan. These actions form the basis of marking and feedback across all subject areas and are outlined below

5 P's	Praise	Probe	Precise action	Practice	Plan
What is each principle?	Drawing attention to particular positives within a child's work. These should link to developing attitude and/or skills	Questions or statements used encourage a deeper understanding of learning	Structured questions or instructions to allow a child to improve learning	Repeated practice of a skill	This is most applicable to staff to structure feedback so the children can achieve their actions.

Marking and Feedback should include:

- A clear indication of whether the WALT/Learning Challenge has been achieved, partially achieved or needs further work. We use the WALT/Learning Challenge achieved stamp to show that the WALT is achieved, two stars for partially achieved and one star for not achieved/ needs further work.
- An indication of the level of support that the child has received during the lesson using S for supported.
- Corrections highlighted through the use of a Find it Fix it stamp.
- Previous corrections identified with the Find it Fix it stamp should be marked and commented upon if needed.
- Time should be given within the next lesson to read their comments and to respond or complete corrections; this is referred to as 'fix it time.'
- Written comments as outlined below

Written Comments

As previously stated, we believe that our written comments can support children in moving forward with their learning. The teacher's comment can be very powerful in helping improvements to be made and having impact on learning. We understand that comments are likely to be most effective when they follow from high quality initial instruction, directly tell the child how to improve and then the child has time to respond and reflect on this. It is the teacher's professional discretion that decides which comments are most appropriate for each to child to move their learning forward and will follow the guidance of the 5 P's principle. It is our belief that written comments should be individualised and respond directly to the needs of the children so across one lesson feedback will be given differently. It is also recognised that feedback across subjects may differ. Guidance is given below:

Reading	Writing	Maths	Foundation Subjects
Stamp for WALT achieved ** or * guidance given to expand on answers as fix it's, particularly where worth more than one mark A particular element may be praised e.g. Q2 is a WAGOLL because...	Praise for techniques applied effectively Next steps with precise action Spelling corrections	Stamp for WALT achieved ** or * with guidance for improvement Fix it's or challenge used in most lessons	Stamp for learning challenge achieved ** or * with guidance for improvement Challenge question used 2 to 3 times per half term

Feedback within EYFS and KS1

We recognise that children working in EYFS and KS1 may not be able to read the written comments by their teacher but that they still need some form of feedback to support them move their learning

forward. In this case we use verbal feedback supported by stickers and stamps that give a pictorial representation of key areas that children need to master by the end of Y1. Verbal feedback can be highly effective if it follows the same principles of being specific, timely and following from high quality initial instruction. These visual representations will be used in EYFS as and when staff feel the child is ready for a form of written feedback and throughout Y1. By summer term in Y1 it is hoped that some children are ready to begin accessing some written comments. The stickers and stamps may still be used within Y2 for some children during the autumn term.

Verbal Feedback

Verbal feedback is vital at the point of teaching and application as it corrects misconceptions and supports progress. Where verbal feedback has been given it would be expected that this is indicated following the S or VF symbols. It may also be appropriate, at the point of marking, to provide an example for the child to work on at the beginning of their next lesson. When using verbal feedback it is always vital to consider the needs of the individual child.

Additional Features

Merits and Other Rewards

- Stickers and merits can be given whenever a child has successfully completed a piece of work
- Super Learner Certificates can be given for exceptional work. Class teachers should monitor this system to ensure that children receive at least 2 certificates each year.