



**Silchester Church of England
Primary School**

COMPASSION COURAGE RESPECT

*Teaching
& Learning
Handbook*



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Our Vision

Our **vision** for Silchester is for **everyone to flourish**.

Our school is a place of love, of belonging and family.

We have a heart for people, inspiring everyone to be the best version of themselves:
for themselves, for others, for our community and for our world.

With our roots deeply embedded and nourished by our Christian values, we will
thrive together.

We will reach out to each other, our community and the wider world with compassion in our hearts.

We will live bravely, showing courage to keep going when facing challenge.

We will respect ourselves and others, embracing everyone's unique gifts,
and value the contribution that we can all bring to God's world.

“Be rooted and built up in Him, strengthened by faith and overflowing with thanksgiving.”

Colossians 2:7



Our core Christian Values

Compassion

We believe in the importance of compassion; for ourselves, for others and for God's world. Self-compassion creates awareness and empowers self-belief. Compassion for other fuels empathy, understanding and a desire to extend love within our community. Compassion for God's world inspires openness, courageous advocacy, positive change and a desire to make a difference.

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."

Ephesians 4: 32

Courage

We believe that courage is required to enable us to stand up for what is right, to take risks in the pursuit of living and to value mistakes as tools for learning and growth. Stepping outside our comfort zones, taking leaps of faith and living out truth takes gumption and inspires us to succeed and achieve from both challenge and opportunity.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."

Joshua 1:9

Respect

We believe that respect should be awarded to everyone inclusively. Difference and disagreements are both welcome and respected. The way in which we communicate and uphold ourselves is a direct representation of our respect for ourselves, for others and for God's world.

"Therefore, you should treat people in the same way that you want people to treat you."

Matthew 7:12

Our Teaching and Learning Philosophy: The Silchester Way

Through our core Christian values and caring school ethos, we nurture our children, supporting the development of their character. Through establishing trusting relationships and thriving friendships, we strive for all our children to develop a sense of belonging at Silchester. We aim for all our children to develop confidence to be themselves and to take risks. We want them to have motivation and growth in self-belief that they can make a difference to our school and within our wider community.

Our aim is that the children of Silchester are confident in their own self-worth and resilient overcoming the obstacles they face.

Their skills, learning, memories of experiences and positive relationships will empower them to contribute to the wider world and make a difference. We aim for our children to be lifelong learners who are grounded in our core Christian values of compassion, courage and respect, and ready to embrace their next step – whatever that may be.



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL
Compassion, Courage & Respect
 Silchester Way Curriculum Overview



INTENT
 What are we trying to achieve?

AIM – That the children of Silchester are confident in their own self-worth and resilient overcoming the obstacles they face. Their skills, learning, memories of experiences and positive relationships will empower them to contribute to the wider world and make a difference. We aim for our children to be lifelong learners who are grounded in our Christian values of compassion, courage and respect, and ready to embrace their next step – whatever that may be.

Context: We are a single form entry, with 180 pupils, in years R to 6.

Courage	Compassion	Respect	Motivated	Empathy & Inclusion
Literate & Numerate	Self-Regulated	Love of Learning	Health and Wellbeing	Sense of Self-Worth & Belonging

Signature Pedagogies

Pitch, Pace, Participation, Productivity, Progress

AfL, cold tasks, open questions, use of whiteboards & pens, WALTs & SC known and referred to, mini-plenaries, self/peer assess, talk partners, peel always groups, focused groups, modelling and metacognition

IMPLEMENTATION
 How do we organise learning?

Our curriculum principles ...	Empowering	Engaging	Challenging	Creative	Holistic	Progressive
Learning will happen through...	Shared experiences Enquiry promoting curiosity and child-led discovery Progression of key knowledge and skills High levels of challenge for all Play and interaction Wide range of subjects and opportunities available through curriculum including worships, WOW! Weeks, trips, extra-curricular Supportive school and classroom environments					
Learning will develop these behaviors....	 Resilience	 Resourcefulness	 Collaboration	 Independence	 Communication	 Reflectiveness

IMPACT
 How do we judge our success?

High standards for all, strong progress and attainment through personal achievement	High attendance rates and low exclusion rates	Consistently good attitudes to learning and behaviour	Healthy lifestyles and positive well-being for all	Children prepared to thrive in culturally and ethnically diverse modern society	Courageous Advocacy – taking action, challenging injustice & becoming agents of change
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VALUES

Compassion
Courage
Respect

LEARNING BEHAVIOURS

Resilience, Collaboration,
Independence, Reflection,
Communication,
Resourcefulness

CURRICULUM PRINCIPLES

Empowering, Engaging,
Challenging, Creative,
Holistic, Progressive

SIGNATURE PEDAGOGIES

Pitch, Pace, Participation,
Productivity, Progress

See Teacher Toolkit

The Silchester Way

Our Learning Behaviours

We actively encourage children to be reflective about their learning, behaviour, beliefs, and values, and to develop a sense of personal responsibility alongside the motivation and aspiration to learn. Through a combination of research and collaboration with stakeholders, we have identified six prominent learning behaviours which will effectively support our aims for our children. We teach these behaviours through our carefully thought-out curriculum and pedagogy which provides frequent and regular opportunities to learn and practise skills within knowledge. In addition, our school promotes these behaviours through our Silchester Forest Animals Learning Behaviour Stories. Each learning behaviour has a social story built around a character that models learning that behaviour. Our learning behaviour stories, help to teach concepts in a more accessible, relatable, and child friendly way.



Resourcefulness: We teach our children to think about how they could tackle difficulties in their learning by using resources in the environment, applying their existing knowledge and building-up their initiative to become proactive learners. *Sybil, the Resourceful Squirrel*

Resilience: We teach our children that resilience is the ability to bounce back after challenges and tough times. Resilient children can recover from setbacks and get back to living life. Resilience develops when children experience difficulties and learn to deal with them positively. Just outside our comfort zone is where we learn best. We have to be challenged to apply resilience and this perseverance is celebrated. *Barnaby, the Resilient Badger*



Reflectiveness: We want our children to be thoughtful, considerate learners who ask themselves questions to support their progress. Reflecting on their own success and identifying how they can improve is an important part of their learning. *Oscar, the Reflective Owl*

Collaboration: Working well with others and together as part of a team helps our children to learn co-operation and appreciate the 'power of us'.
Buzz, the Collaborative Bee



Independence: We encourage children to think for themselves and to build confidence to share their thoughts and ideas, trusting in themselves.
Felicity, our Independent Fox

Communication: We support our children to develop and use effective communication. The ability to both express our own thoughts and feelings, as well as being receptive to those of others, is the key to successful communication within relationship.
Rosie, the Communicative Robin



Our Curriculum Principles

Empowering

We provide an inclusive education within a culture of support and high expectation. All staff work together to nurture and support children, ensuring they feel happy, safe and cared for in school. Through our curriculum we aim all children to be empowered contribute to school life, the wider world and make a difference.

Engaging

We believe when children are engaged in deep work they are enjoying themselves and are having fun. We believe enjoyment and fun are a by-product of interesting, purposeful work. We therefore plan our curriculum purposefully, establishing meaning, The children not only know what they are learning but why. This increases the children's motivation and engagement and ownership over their learning. We create an effective environment to embed learning skills across a range of subjects, using a varied approach and a variety of learning techniques to create and maintain a '*love of learning*'.

Challenging

We plan and adapt our curriculum to ensure it provides children with challenge and the need to be bold and resilient. Our curriculum is contains a plethora of opportunities for all children to experience '*desirable difficulties*' where they will have to engage in deep learning. We foster a growth mindset, modelling and discussing perseverance which supports all children to tackle challenge. We use a wide range of questioning and apply high order thinking tasks that allow children to solve problems both independently and collaboratively. We aim for every child to embrace challenge and recognise that this is a fundamental part of effective learning.

Creative

Our curriculum supports children to develop an open mind. Through positive interaction and relationships, children think carefully, crafting their own opinions and examining their ideas. We support children to develop and use their imagination to explore new possibilities, and to make connections between existing thought and new learning. Creative expression and ‘outside of the box’ thinking is encouraged and celebrated.

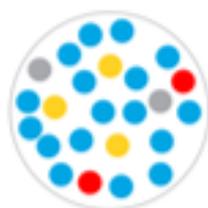
Holistic

At Silchester, our curriculum is intended and implemented to develop the whole child. By embedding our core Christian values throughout our curriculum, we provide children with the opportunity to develop their sense of self and belonging, to build their character, and skillset for courageous advocacy. Opportunities for teaching and promoting wellbeing are important as we set out to support our children to have strong sense of wellbeing, be self-aware and able to self-regulate. We strive for children to desire and develop confidence to be themselves, supporting them to contribute to society recognising the value of their unique self.

Progressive

Our curriculum includes a set of knowledge, skills and experiences which build on one another, developing the children’s learning sequentially and progressively. Each step in our curriculum takes into account the children’s prior learning on which to build the new knowledge, skills and experiences. The curriculum enables revisiting of previous learning and fostering children to make connections and links to new learning.

Silchester: Meeting the needs of ALL learners



We are responsive teachers:

- We chose strategies with intent and **adapt** to the situation as it evolves.
- We use our strong relationships to **motivate** pupils in their learning.
- We use a range of learning experiences to **engage** pupils in their learning
- We **equip** pupils with all the knowledge/skills/tools/experiences to **access** their learning and make holistic **progress**.
- We recognise all forms of communication and **respond** to each pupil appropriately.

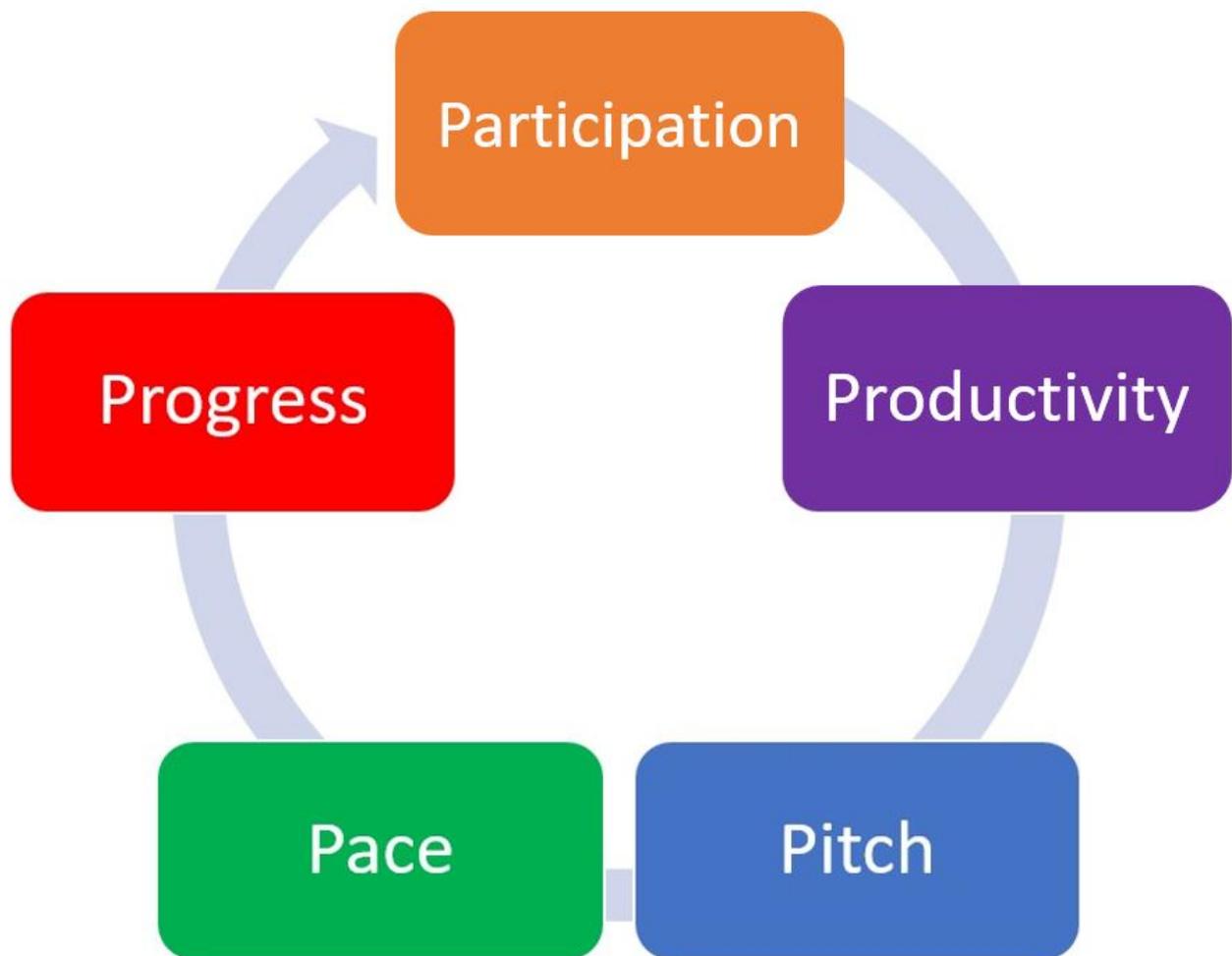
Our success will ensure that:

- Pupils are confident to engage in new learning experiences
- Pupils are motivated to overcome challenges.
- Pupils recognise their success and know how to develop.
- Pupils are increasingly independent.

Our Signature Pedagogies

The Five Ps

Our teaching and delivery of lessons are based around five key elements: **pitch**, **pace**, **participation**, **productivity** and **progress**. In the classroom and when planning, teachers use and consider a wide variety of strategies that enable these five key elements to happen effectively. Below is a definition of each pedagogy as well as how we aim to implement within lessons.



Pitch

Pitch: Lessons are accessible to all children whilst providing every child with challenge and opportunity to deepen and enrich their learning.

Pace

Pace: All lesson structures will ensure lessons are engaging, lively and motivating with the children working harder than the teachers! Lesson structures will naturally vary depending on the purpose of the learning and needs of the children.

Participation

Participation: In lessons, all children are active participants, being involved learners from the outset. We start our learning straight away (SOLSA) to ensure that our children are actively participating from the beginning of lessons.

Productivity

Productivity: Lessons are planned so that all children are making the most out of their learning time, producing a great amount of quality work which helps to move their learning on.

Progress

Progress: Lessons ensure that there are plenty opportunities for staff and children to receive feedback on the children's learning. Staff adapt teaching and learning according to the needs of the children in the moment to enable maximum progress.

To ensure the effective implementation of **The Five Ps**, we use several **specific pedagogical devices** in our teaching:

Clarity of Learning: To support children making progress, it is important for them to clearly know what they are learning and how to be successful. We share the learning objective and steps to success every lesson. The steps to success (success criteria) can be both skills and knowledge based. Staff and children will refer to this throughout the lessons so that the children can evaluate themselves or their peers against the success steps.

Assessment for Learning and Flexible Groupings: To ensure that each child's learning is moving on at the appropriate pace and level, assessment for learning (AfL) is embedded into our practice. AfL is the receiving of feedback about the children's learning and progress. Building in opportunities for AfL before, during and after lessons sits at the forefront of our minds when planning and delivering lessons. AfL informs immediate actions and future teaching and therefore teachers will adapt their teaching based on AfL. Our teaching groups are flexible and change regularly to meet the needs of children around their current learning and ensure that all children are challenged and enriched.

Scaffolds and Challenge: Using scaffolds and challenge ensure children can access the learning and be challenged appropriately. We use adults, resources, task design or outcomes to enable all children to access meaningful learning and be appropriately challenged. We do this to ensure that all children make at least good progress and advanced where possible.

Modelling: The process of teaching requires clear explanation. We use explicit instruction in lessons to ensure that all children understand new learning, know what to do and know what is expected of them. Following clear instruction, teachers show the children. Ultimately, teaching children a new skill or how to apply a skill, can only be done through modelling. This can be in many forms including a live model, pre-written WAGOLL, worked example and physical demonstration.

Metacognition: Teaching the children to be aware of their own thinking and way that they learn has significant impact on their progress. Teachers will share their own thinking process with the children, describing and explaining what resources, strategies and questions have supported their successful outcome. Teachers will question the children to support them to reflect on what has helped them in their learning process and how to be reflective.

Supportive Learning Environment: The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. We aim for the classrooms to inspire the people inside it. Learning resources are accessible to enable children to be independent with prompts and aides on display to support thinking. Consistent approaches in the use of working walls, learning behaviours and core Christian values, displays are used regularly to contribute to high quality learning and development.

High Expectations: All staff hold high expectations for all of the children. All children, regardless of attainment, are expected to try their absolute best. Teachers expect all children to demonstrate a responsible attitude to their learning, taking pride in their work and ownership and motivation over their learning. All children will experience challenge and success.

Retrieval Practice: Teachers build in regular opportunities for children to retrieve previously learnt information from their minds. This often takes the form of short bursts activities, such as questioning, quizzes, or mind mapping. This strategy of recalling facts, concepts, or events from memory enhances learning. The act of retrieving learning from memory strengthens the connections holding it there, making it more likely for children to be able to recall it in the future.





The Silchester Way – Signature Pedagogies

Our Teaching Toolkit

Clarity of Learning



A clear learning objective with clear steps to success. This is referred to throughout the lesson and used to evaluate success.

Scaffolds & Challenge



Use of word banks, resources, templates, task design and expected outcomes to support and extend learning for all.

Metacognition



Thinking out loud. Explain and describe the process of thinking by modelling strategies, use of resources and questioning to demonstrate finding a successful outcome.

High Expectations



All children are expected to try their best. We encourage them to have a responsible attitude to their learning and to take pride in their work to experience challenge and success.

Assessment for Learning & Flexible Grouping



Receiving feedback on children's learning and act accordingly. See additional AfL and Responsive Teaching Toolkit.

Modelling



Live modelling of working through an example, using pre-written WAGOLLS or WABOLLS and physical demonstration of taught skills.

Supportive Learning Environment



The environment is an extension of the curriculum to inspire learning. Working Walls, topic journeys, learning behaviours and core values displayed and referred to.

Retrieval Practice



Regular opportunities to retrieve previously learnt information in the form of questioning, quizzes and mind maps to strengthen the connections made in the brain and consolidate.



The Silchester Way – Signature Pedagogies

Our SENergy Strategies

Task Planners

First	Next	Then	Finally
1	2	3	4

A visual or written tool that helps children organise their work and break down larger tasks into manageable steps.

Zones of Regulation



A framework that helps children recognise and manage emotions by grouping feelings into colour-coded zones teaching self-awareness, emotional control, and regulation strategies.

Sensory-Friendly Classrooms



Our Sensory-Friendly Classrooms are thoughtfully designed to reduce sensory distractions and create a comfortable, positive, focused environment.

Vocabulary Word Banks



A collection of related words or phrases provided to support children with writing tasks—helping them express ideas more confidently, expand language skills, and build independence.

Sensory Circuits



A structured series of physical activities designed to help children regulate their sensory input, feel more calm, focused and ready to learn.

Alerting, Organising, Calming.

Key info on whiteboards



Recording key information on whiteboards helps to reduce cognitive overload, aid processing and support working memory.

Reflect, Repair & Comic Convo



A visual strategy that helps children understand and reflect on social situations—supporting their communication skills, emotional insight, and ability to navigate interaction and choices.

Aided Language Boards



A visual communication tool that displays symbols, pictures, or words to help children—express themselves, build vocabulary, and participate more actively.

Our Inclusive Culture

At Silchester, we strive for children to feel success. To ensure success for all, we implement the following practices:

- 1) Create a positive and supportive environment for all pupils, without exception.
- 2) Build an ongoing, holistic understanding of our children and their needs.
- 3) Ensure all children have access to high quality teaching.
- 4) Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- 5) Effective working in partnership.



We believe that each child should be valued as an individual and supported to achieve and succeed. In all schools many children require some level of support during their time in education. Early identification and intervention is vital as it enables children to feel proud of their progress and small concerns are dealt with before they become complex issues.

We use a range of ideas and approaches to ensure everything possible is done to make the learning experiences both inclusive and effective for children or groups:

- with special or additional educational needs
- identified as Pupil Premium/FSM
- with, social, emotional and mental health (SEMH) and behaviour difficulties
- deemed gifted and talented
- who are recognised as 'In care' or 'Looked After' by the local authority
- whose first language is not English
- from Gypsy, Roma, Traveller communities
- who experience long term illness

To do this, our attention needs to be on everyone's progress and development and not on their limitations. Young people develop at different rates in different ways, and continually surprise us. We will write reports and participate in professional conversations that are based on the progress the child is making and what they are achieving.

We aim to ensure that we are effective in delivering high quality teaching and learning for all our pupils and the community it serves by:

- developing a sense of belonging for all.
- ensuring early and complete identification of any additional needs.
- the entitlement of pupils to full participation in achieving.
- providing access to all aspects of school life.
- making and sustaining a commitment to overcoming any barriers to learning, access or belonging.
- building an inclusive ethos.

Planning

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve high standards. This requires a thorough knowledge of each individual in the class as well as very good subject knowledge. Effective planning and stimulating use of strategies, resources and personnel enable all pupils to learn effectively.

At Silchester, we are committed to delivering the National Curriculum (2014) whilst ensuring that the philosophy of The Silchester Way underpins our planning and delivery. We follow a cross curricular approach to learning where some subjects are taught through a topic, and some are covered as discrete subjects. Staff meetings, training and continuous professional development sessions are used to discuss various aspects of the curriculum and ensure consistency of approach and standards as well as continuous professional development of our staff.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Planning comes in three forms: long term, medium term and short term. Each play their role in ensuring that all subjects are covered, progressive and engaging.

Marking & Feedback

“Providing meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.”

EEF, 2021

Our Feedback Principles

At Silchester, the following principles underpin our effective feedback:

- 1) Setting clear learning intentions and success criteria, for which the feedback will be given against.
- 2) Feedback is specific.
- 3) Careful thought is given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback’s effectiveness. Therefore, teachers implement strategies that encourage learners to welcome feedback, and monitor whether pupils are using it.
- 4) Written feedback highlights where children have met the success criteria and identifies one or two areas where the pupil could improve their work. Guidance is provided as to how this might be achieved.
- 5) When verbal feedback is used, points 1 to 3 are again followed to ensure its effectiveness.
- 6) Time is given for children to reflect on their learning and respond. This should be built into the learning process.

EEF, 2021, states, *“There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.”* To support our teachers with the judgement, at Silchester, the following strategies are implemented.

Feedback during Lessons

Honesty Marking

When appropriate children will be provided with answers to regularly check their work and self-mark throughout lessons. This immediate feedback will help children self-assess their own learning. They are taught to use the following steps to ensure they use this self-assessment to move their learning on. If they have one question wrong, they try again by themselves. If it is still wrong, they ask a friend to explain. If it is still wrong, they ask a teacher. This type of feedback ensures children identify and address misunderstanding proactively during lessons. This supports them to think and reflect on their learning, increase ownership of their learning and maximise learning time.

Self-Assessment against Success Criteria

During lessons, particularly in English, all teachers will provide opportunities for children reflect on the success criteria in the WALT (which is shared every lesson). Children will share examples of success with a partner and where appropriate the rest of the class. The teacher will provide verbal feedback and carefully pick examples which support moving the children's learning on. Children will then identify their next step from the success criteria to achieve in the remaining lesson time.

Live Marking & AfL

During lessons, timely assessment for learning is important to ensure misconceptions are being addressed, that children receive the support they need and that learning is being moved on. Part of this assessment may include live marking from the teacher and LSA. When live marking whereby adults will mark children's work during lessons. This is one opportunity for teachers to identify if and when the following strategies are needed:

- 1) **Quick Fix** – individual child, lone misunderstanding / error. Adults provide short verbal feedback, perhaps with an example created with the child to address misunderstanding.
- 2) **Pull Back Groups** – several children have similar misunderstanding / require further support. Adults run a short guided group to re-explain and model to children. This is followed by the children and adult working together through another similar example.
- 3) **Mini-plenaries** – majority of the class has a misunderstanding or require further support. Teacher addresses misunderstanding to majority.

Also, during live marking, children can be given a '**learn from it**' sticker. These stickers are placed next to the child's misconception in their book. Working through the misconception, the child explains their mistake in writing and how to correct it.

Feedback after Lessons

Written Feedback

Written feedback from the teacher may be appropriate, particularly with open tasks, such as reasoning questions or pieces of writing. This written feedback will identify one or two prompts where the pupil could improve their work and provide guidance as to how this might be achieved. Children will be given an opportunity to act upon the guidance. Time is built into writing lessons to ensure children complete secretarial editing. Teachers check that feedback is being acted upon and support children to do so. By using the feedback, children are closing the feedback loop so that their learning progresses.



Responsive Teaching Toolkit

1) Pre-empt Misconceptions

Identify the likely misconceptions and decide how you will plan for these

2) Use AfL Strategies during lessons

Questioning

Plan your questions
Around the room or in
guided group



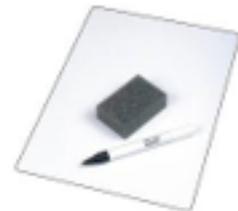
Talk Partners

Adults move around the room
listen to discussion



Mini-whiteboards

Adults to see children's
responses



Self-assessment against Success Criteria & Honesty Marking

Reflecting against success
criteria
Sharing example of success
Identifying next steps



Coloured Challenges

Get children to reflect on
difficulty of task



3) Address Misconceptions

During your use of AfL strategies, decide the most appropriate response to how children are learning:

What have I noticed?	How should I respond?
One child, making simple error	QUICK FIX
Several children, making similar error (or ready to move on)	PULL BACK GROUP (or MOVE ON GROUP)
Majority of class, making similar errors (or ready to move on)	MINI-PLenary

Assessment

The purpose of assessment is to:

- Ensure that the progress of all children is regularly monitored so that any under-achievement is identified and addressed swiftly.
- Allow teachers to make informed judgements regarding pupils' attainment, understanding of concepts and development of skills.
- Plan appropriate next steps in the child's learning which informs future planning and the basis of discussion between pupils, teachers, and parents. A crucial aspect of this is pupil self-assessment.

Forms of assessment include:

Formative Assessment

This takes place throughout the unit as teachers mark work or speak to pupils to identify any misconceptions and to ascertain what pupils know. Pupils are also expected to use success criteria to assess their own work and learning. All this information is used to inform day-to-day planning, teaching, and groupings of pupils. This increases engagement from our learners who will support each other and take responsibility for their own learning through peer and self-assessment techniques. It also increases responsiveness and adaptive teaching, empowering our teachers to collect better evidence, make better decisions, and improve learning in every lesson.



Embedding Formative Assessment Programme

Summative Assessment

This takes place to assess progress towards key end of year objectives. This is updated as areas of the curriculum is taught and is ongoing. Despite it being ongoing, there are three set milestones for data collection through classroom monitoring and analysis throughout the year (December, March & July).

At each milestone, pupils' performance in Writing, Reading and Maths are evaluated, recorded and reported, and used to track pupil progress throughout the year.

National Assessments:

Baseline Reception

Children will be given a short baseline assessment within the first few weeks of starting Reception class, completed by the teacher, to find the individual child's starting point.

End of Year 1

Children take an externally set Phonics Screening Test in June. Children will also be assessed on a regular basis using teacher assessment; you will be informed whether your child has met the required standard in phonics. If they have not met the expected level, they will be retested in Year 2.

End of Year 4 - (Multiplication Times table Check)

In June, all year 4 children nationally will be expected to sit an online assessment of their competency with multiplication tables. This is an online assessment of mental arithmetic where the child will have 6 seconds to answer a multiplication check question between the x2 table and x12 table. This assessment will be used to validate the quality of our mental arithmetic provision.

End of Year 6 - (End of Key Stage 2)

Children will sit national Standard Assessment Tests in May; these cover mathematics, reading and grammar, spelling, and punctuation. Writing assessments continue to be based on ongoing teacher assessment, moderated locally. The tests will be externally set and externally marked.. Raw scores in the tests are converted to a scaled score, where 100 is the standard for that stage.

Evaluation Reports, Prior Attainment Grids (PAGs) & Raising Attainment Plans (RAPs)

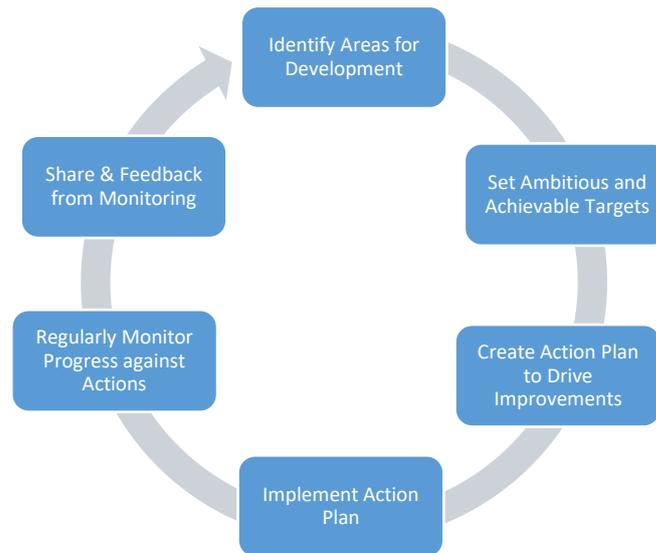
To give our assessment and monitoring practical impact, PAGs and RAPs are produced following each Data Collection Milestone and include the current level of attainment in Writing, Reading and Maths for each pupil in the year group. This enables the needs of individual pupils to be identified and addressed, setting appropriate targets to support learning. Teachers then produce a RAP in which key individuals or small groups are targeted for additional support to help accelerate progress.

Whole School Assessment

Year group data is analysed to ascertain progress towards whole-school targets which are set at the beginning of each year. Data is also analysed to identify any group trends e.g. PP, EAL, gender, SEN. This information forms the basis of termly reports to governors and consequent School Improvement Plans where relevant.

Monitoring & Evaluation

The responsibility for monitoring the quality of pupil learning and progress is a shared one between several stakeholders: the Senior Leadership Team (SLT), teachers, support staff, pupils, governors, and parents. Each member has a responsibility for communicating to other stakeholders. All monitoring and evaluation procedures are governed by the school self-evaluation cycle and the school monitoring framework.



Senior Leadership Team (SLT) are responsible for:

Having an overview of the whole school performance and achievement to inform strategic planning and school improvement priorities.

Governors are responsible for:

Reflecting, challenging and supporting the school on progress, attainment and the well-being of all learners.

Teachers are responsible for:

Knowing where the children are emotionally, socially, and academically, knowing their strengths and weaknesses. Teachers will be aware of developing issues that can identify the barriers to learning and wellbeing and how best to overcome these.

Support Staff are responsible for:

Keeping the class teacher informed as to the quality of learning achieved by the children they have been working with during the lesson/session.

Pupils are expected to:

- Reflect on their own approaches to learning and understand when they are successful.
- Use pupil voice to inform the school of strengths and development issues e.g. through pupil conferencing, school council, informal feedback, questionnaires.

Parents are expected to:

- Contribute to school evaluation through constructive feedback.
- Be part of the learning process by attending Learning Consultations, signing the Home/School Agreement, and through ensuring their child's attendance is as high as possible.
- Support the school's core Christian values, rules, ethos and aims.

”

Educating the
mind without
educating the
heart is not
education at all.

Aristotle