



## **Brindishe Schools' Achievement Policy**

### **September 2018**

At Brindishe Schools, we will ensure that all adults and children are given every opportunity to achieve, to recognise their own worth and to play an important part in our community. We expect and work towards high achievement from all pupils. We make sure that they have the opportunity to learn to the best of their ability and to raise their individual academic achievement. Each child's contribution to the classroom and school is welcomed and valued.

Education at Brindishe Schools is designed to benefit all of our children. It celebrates the rich cultural diversity of our local communities and recognises and celebrates individual difference.

This policy is designed to reflect the beliefs and values that underpin our practices in learning, teaching, assessment, learning support and home learning.

### **Learning at Brindishe Schools**

We recognise that we learn best when:

- ❖ we can relate to, feel comfortable with, like and feel liked by the person from whom we are learning
- ❖ we can make learning our own by relating it to our own experience and understanding
- ❖ we feel included and active in the process and not just a recipient
- ❖ we see a need and a reason for learning something
- ❖ we need to know something in order to teach someone else

We believe emotional literacy is the key to effective learning. Emotionally literate children and adults are aware of and manage their own emotional states or feelings and are aware of and manage those of other people. In our schools, children learn to express feelings clearly and appropriately and make sense of the role that feelings play in decision-making and taking action.

At our schools we believe each child should access a **personalised** and **creative curriculum**. We use the language of '**rights and respect**' in our schools to focus children and adults on their roles and responsibilities for learning in our schools. We believe that learning should be engaging and, as such, often planned for dynamically and 'in the moment'. We actively encourage children taking responsibility for the direction of their learning, or 'leading the learning' to ensure maximum engagement. These terms are explained below:

### **Personalised learning**

At Brindishe schools we are committed to personalised learning for all children. Personalisation is the key to tackling the persistent achievement gaps between different social, ethnic and educational groups. It requires a tailored education for every child and high quality teaching that is responsive to the different ways in which children learn and achieve their best in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging children, and their parents, as partners in learning.

We provide a curriculum which is broad, rich, inclusive and relevant. We present children with learning that challenges and excites them on a daily basis, in an environment that celebrates excellence.

At our schools we aim to make learning vivid and real, making links across the curriculum and developing understanding through enquiry, creativity, online learning and problem solving, within and beyond the classroom. We make appropriate provision which challenges children in areas of strength and develops them in areas of relative weakness. We celebrate both effort and achievement across the curriculum.

### **Creative learning**

This means:

- ❖ Learning in new and different ways
- ❖ Recognising that we learn different things in different ways
- ❖ Enabling children to 'own' or 'lead' their learning, identifying next achievable steps and acting on them
- ❖ Asking and encouraging open questions and ones which move the learner forward
- ❖ Encouraging learners to be imaginative and innovative within a clear and supportive structure or framework
- ❖ Developing skills and using them creatively in real life, purposeful situations
- ❖ Giving learners the opportunity to make real choices and individual interpretations
- ❖ Being brave enough to try something new or different
- ❖ Being open minded, adaptable and flexible
- ❖ Learning that is linked and contextual (linked to previous learning, to related experiences, across subject boundaries, meaningful)
- ❖ Using creative entry points (stimulating starting points) such as artefacts, problems, stories, topical events, letters or visitors.

### **'Rights and Respect' in the curriculum**

This means:

- ❖ Ensuring our curriculum is inclusive and reflects and celebrates the individual differences within our own schools' communities and the wider community
- ❖ Recognising that all children have a right to an education and a responsibility to come to school every day, on time and willing to learn
- ❖ Asking children to identify their rights in their classroom and demonstrate their understanding through their behaviour towards others

- ❖ Using rights respecting language around the school, when talking about learning and behaviour.
- ❖ Children are empowered to become active citizens and learners.

### **Planning in the moment**

We recognise that detailed advance planning by the adults is not necessarily in the direction that the learning goes! In order to ensure that teachers' plans and children's engagement meet in the middle, we encourage a flexible approach to learning the required skills and knowledge – one that allows for the children's ideas and enthusiasm to 'lead' where necessary.

### **Leading our learning**

Where engagement is high, learning is deep. We actively encourage children to explore their ideas and pursue the answers to their questions. We recognise that when children are empowered to improve their skills or deepen their knowledge, they expertly rise to the challenge. Our role here is to ensure that they have every support to do so. For teachers this can feel quite scary – like taking your foot off the brake pedal – but ultimately the outcomes far exceed expectation. It is important to recognise that some children will need more support to 'take the lead' than others and a more structured approach may be required for individuals.

### **At Brindishe Schools**

#### **Children:**

- ❖ are treated as partners in their learning, with joint responsibility for participating in the design of their learning
- ❖ have their individual needs addressed, both in school and extending beyond the classroom and into the family and community
- ❖ are supported in being able to identify their weaknesses and how to improve if they start to fall behind in their learning, and will be given additional support to help them get back on track quickly
- ❖ receive support to enable them to succeed to the full, whatever their talent or background
- ❖ develop skills for collaboration through learning in a mutually supportive environment.

#### **Families:**

- ❖ receive regular updates that provide a clear understanding of the learning taking place in their child's class
- ❖ are encouraged to engage with their child's learning
- ❖ are confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- ❖ are given the opportunity to discuss their child's learning and well-being with their child's teacher or teaching assistant
- ❖ have the opportunity to play an active role in school life and know that their contribution is valued

- ❖ have the option to have important school documents translated for them into their own language so that information is accessible

#### **Teachers and support staff:**

- ❖ have high expectations of every learner, and use a range of teaching strategies to give them the confidence and skills to succeed
- ❖ have access to and are able to interpret information on each pupil to inform teaching and learning
- ❖ participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and how best to address those needs and engage them
- ❖ are able to depend on each other and on advice from specialist agencies from outside the school to provide a holistic, tailored educational provision for all their children
- ❖ put personalised learning at the heart of their planning and practice
- ❖ recognise and value the diverse experiences and varying abilities, interests and talents of every child that comes into the classroom

#### **Learning beyond the Classroom**

At Brindishe Schools, we recognise that children learn in many different ways, in many different places and with many different people. We believe children should be enabled to learn in the way that suits them best. Our shared learning areas give children a space and opportunity to learn by themselves, in a pair, collaboratively in a small group, on a computer, in the library, in their classroom, in the playground, inside or outside. Resources are widely available and accessible so that children can choose where and how they learn for themselves.

We encourage children to learn together and work collaboratively to find a solution to a problem. We use peer mentoring as a way of supporting personalised learning so that children take responsibility for their own learning. This can mean that children support one another with specific aspects of learning, i.e. editing writing, or it can be language support through mentors, including 'young interpreters', or learning from our play leaders social skills and how to make friends at playtimes and lunchtimes.

Children are encouraged to take responsibility for their own and others' emotional well-being and are supported in a variety of ways, for example through mindfulness techniques and learning to develop resilience. Across Brindishe Schools we have access to a therapeutic team of counsellors who can provide support to children, families and staff.

Children at Brindishe Schools are encouraged to be role models for younger children, both in their behaviour but also in their learning. We believe that children of all ages can learn from one another and we facilitate cross-age learning across the school every week so that children can learn with children across key stages, within their own school, across Brindishe Schools and with other local primary and secondary school children.

In addition to the broad and balanced curriculum provision, we also have a range of enrichment activities taking place in our schools. We regularly invite a wide range of visitors and experts to our schools to speak to the children or to conduct workshops or assemblies. In addition to our in-house enrichment activities, we also use our local environment and go on many educational visits to museums, galleries, theatres and environmental centres to support and extend and foster opportunities for learning.

We have many links and effective partnerships with local schools and providers. Brindishe Schools offer children a wide range of extra opportunities, which enhance and enrich the curriculum through these partnerships and across the federation. We also offer a range of out-of-school and after-school clubs and activities. These are offered to different age groups at different times throughout the year.

### **Teaching and Learning**

We enable children to access learning which extends beyond the National Curriculum through our 21<sup>st</sup> century Brindishe Schools curriculum. Children are encouraged to develop their learning skills through six key areas of learning:

- ❖ maths, economics and enterprise
- ❖ communication, languages and literacy
- ❖ scientific and technological understandings
- ❖ historical, global, social and spiritual understanding
- ❖ creative and expressive arts
- ❖ physical wellbeing, health and lifestyles

### **We use a wide variety and balance of techniques and approaches, methods of presentation and organisation.**

We maximise opportunities for children to:

- ❖ experience at first hand
- ❖ learn from visits, visitors, talks and demonstrations
- ❖ use and create artefacts, materials and resources
- ❖ use new technologies creatively, confidently and purposefully
- ❖ talk through their ideas and experiences to give meaning and clarity
- ❖ lead their own learning
- ❖ investigate, explore and challenge their own thinking
- ❖ learn through a combination of linked and blended learning and collaborative learning
- ❖ acquire new concepts, develop and practise new skills
- ❖ develop positive attitudes towards learning, themselves and each other
- ❖ learn from each other and to contribute to each other's learning
- ❖ share their learning with the wider learning community e.g. parents, carers as well as across our partnerships e.g. by using the MLE

### **We deliver optimum learning by ensuring that each lesson is built around each of the following features:**

- ❖ setting the context for learning - showing the 'big picture'
- ❖ making connections with previous learning

- ❖ sharing the learning intention/question with children
- ❖ exploring, discussing and making clear the success criteria
- ❖ using strategies and methods which support the different ways that children learn
- ❖ building in opportunities for children to talk to each other about their learning
- ❖ giving feedback relating to the learning intention/question and success criteria
- ❖ making learning non-stressful - using fun, humour etc.
- ❖ reviewing learning regularly so that it locates in the long term memory.

### **Role of classroom-based support staff**

At our schools we have talented, focused and motivated support staff that work closely with class teachers and across teams to deliver optimum learning. They actively contribute ideas and resources for both long and short-term planning and lead in areas of strength. They know the children well and are aware of their learning needs to ensure they provide suitable support for each child.

Classroom-based support staff work alongside the class teacher to maintain an attractive learning environment, ensuring resources are of high quality and are accessible to children throughout the day.

They will also work with groups of children to support their learning, ensuring children are motivated, on-task and positive towards learning, themselves and each other. They provide constructive and regular feedback to each child. Classroom-based support staff may, on occasion, lead whole class learning.

### **Expectations for children at Brindishe Schools**

- ❖ **Come into school punctually, calmly and ready to learn.** Children are expected to be, and supported in being able to be, ready to learn. They are expected to be polite and

willing to respond appropriately to all staff, visitors and to each other. They are expected not to act or respond in ways that limit or harm other people's chances of learning.

- ❖ **Be proactive, busy, questioning learners.** We want children to question, challenge and actively engage with what is being learnt and provided in school. We encourage children to give feedback to their teachers and to each other about their learning and about our school. We will provide both formal and informal opportunities for this including children's teams and conversations about next steps in learning.
- ❖ **Aim high.** We want children to give their best efforts and to constantly desire and seek improvement. We encourage children to be able to suggest improvements to their own and to others' work and to be reflective and self evaluating. We will enable children to develop the ability to constructively reflect on their achievements and progress - and to be supported in identifying areas for improvement.
- ❖ **Contribute to and enhance their own learning and the learning of others.** Children lead their own learning and help each other learn. They teach each other through paired learning, peer support and cross age learning. They take their learning beyond the classroom; share it with their families, find out more, use the local library, the internet and MLE, complete home learning and voluntarily extend and enrich learning started in school.
- ❖ **Be ready and prepared for learning.** We expect children to be appropriately dressed for school and have the equipment they need (PE kits, book bags, home learning). We expect children to develop an understanding of the importance of coming to school healthy, fed and rested.

## **Brindishe Schools' Achievement Policy Environment for Learning**

Our protocol for the organisation of learning resources says that all resources and displays in classrooms and shared areas of the school should promote or support learning and should be either useful, beautiful, or both. Resources must be accessible to children and clearly labelled so that we encourage independence and autonomy.

Every part of the classroom is for the children, including display boards, tables, shelves etc. Staff keep planning, timetables and any documents that are useful to the staff working in the classroom in a class folder or on the computer. All display boards are used to display, inspire or support children's learning and our environments are tidy, well maintained and well-resourced.

### **At Brindishe Schools:**

- ❖ Learning builds on what children find interesting and have experienced in their lives both in and out of school.
- ❖ We use creative entry points (new and different and stimulating starting points) such as artefacts, problems, visits, topical events, letters or visitors.
- ❖ Diversity is visible and celebrated. Messages about equality of opportunity, the value of learning, collective responsibilities, celebrating diversity and the importance of quality are integral to the environment
- ❖ Our learning environments will include different scripts, different languages, different fabrics, different artefacts, different genres of music

### **Display**

Who is the audience?

- ❖ Children
- ❖ Whole school
- ❖ Parents and carers
- ❖ Wider community

What is the purpose of the display?

- ❖ To inform (children and/or parents and carers)
- ❖ To provide an interactive challenge, extension or learning opportunity
- ❖ To show a learning process
- ❖ To provide a stimulus for learning
- ❖ To provide a model for learning
- ❖ To celebrate learning

What is the content of the display?

- ❖ Is it meaningful and accessible to the audience?
- ❖ Is it presented with different learning styles in mind?
- ❖ Is the display eye-catching and of high quality?

- ❖ We contribute towards making learning evident, tangible and visible by ensuring that displays are celebrations of achievement and provide models for other learners.
- ❖ Resources and visual images reflect children's backgrounds, families and a range of learners and their communities. Through their learning environments, we want the children to 'see themselves', challenge stereotypes, ask questions and learn from each other.
- ❖ Our displays and resources invite learning:
  - Reading areas invite learning. They include books that are carefully chosen and displayed books carefully chosen, artefacts, and questions/prompts (Have you heard about the play War Horse? Come and see our collection of books about XXX. Do you know any stories about dragons? Have you read this one?), information about the author, reading support material e.g. internet links on an iPad or tablet
  - Display fabric should be carefully chosen, high quality, the right length, ironed and clean and attractively draped
  - We respect the integrity of children's work – e.g. not cutting round or overlapping a child's work of art, not displaying learning with teacher responses on it (unless on a working wall)
  - Displays are at a suitable height for children to be able to access them, including interactive displays
  - Making sure that we make all labels in a consistent typed font: comic sans
- ❖ We display learning in progress; a 'learning wall' supports the process by:
  - Providing models (for example of the drafting process)
  - Reinforcing ideas and vocabulary
  - Raising questions and prompting discussion
  - Affirming and making very explicit (transparent, shared and accessible) the learning which is planned for each class or group
- ❖ Displays are relevant and linked to current learning. They do not stay static for weeks on end.
  - What the children are learning is obvious to all
  - Key questions and challenge are evident
  - Children's questions and responses are evident
  - Children's own ideas and interests and actively pursued (Charlie brought in this article about worms – he wants to know how they help the soil. Do you know? Can you find out?)
  - Prompts and scaffolds support children's talk and their thinking about learning
  - Displays highlight and support key learning points
  - Displays, other than working walls, reflect and support the learning process, as well as finished work
- ❖ Positive affirmations are displayed and referred to
  - Praise book, celebrations, acknowledgement

## **Organisation**

- ❖ We offer opportunities for different kinds of learning, both in the classroom and in shared spaces around the school.
- ❖ We arrange the furniture and space to support working in different contexts and for different purposes.
- ❖ We organise seating and tables flexibly to give children the opportunity for focused, individualised learning and for large and small group work.
- ❖ Resources are clearly and consistently labelled and organised so that all children from the EYFS upwards, are able to access them independently.
- ❖ We are inclusive in our approach and use e.g. visual timetables and resource labels in different languages where appropriate and relevant.

Draft

## **Planning in the Early Years Foundation Stage (Nursery and Reception classes)**

We follow a 'Planning in the Moment' (PITM) curriculum in the Early Years. This is a child-centred approach which encourages children's natural desire to explore and learn by providing them with a safe and enabling environment to support their interests and then extend on this where needed. In our indoor and outdoor classrooms adults are sensitive to teachable **moments** and mindful of how they can extend children's thinking.

The key to PITM is 'engagement' which can be measured according to the Ferre Laevers Scale for Involvement (see Appendix 1).

Level 5 involvement, which includes concentration, creativity, energy and persistence, is our goal. Deep involvement indicates brain growth and progress and the best levels of involvement are seen when children select what to do.

Central to achieving this are the following:

- ❖ Child initiated play where children have autonomy and choice
- ❖ Outdoor learning valued and prioritised
- ❖ A well developed, high quality learning environment, indoors and outdoors
- ❖ High quality, accessible and open-ended resources
- ❖ High quality interactions
- ❖ Clear and consistent boundaries
- ❖ Most time given over to uninterrupted play
- ❖ Appropriate risk taking supported

Our environments are resourced in such a way to enable the children to learn independently:

- ❖ Self-service
- ❖ Open shelving or in baskets / containers on the floor
- ❖ Containing plenty of natural resources
- ❖ All resources available and accessible to children

We avoid resources which define the play (eg ready-made fairy tale castles, hospitals, zoos etc). Instead we collect and make accessible to children open-ended resources such as blocks, shapes, fabric pieces, junk modelling materials, animals, different sized and shaped containers and surfaces, pebbles, wood and malleable materials.

### **Role of the EYFS adult**

The role of the adult is to interact in open ended ways in order to help the children think, decide, initiate, explore and explain for themselves, and to help them ask and answer their own questions. This involves observing, listening and choosing the most appropriate opportunities for teaching 'in the moment'. Adult interactions should only ever add to the play, not hinder or lead it.

In a PITM environment, adults are available, relaxed, smiling, welcoming, interested and ready to observe and listen, not jump in. Because adults don't know in advance what the children are going to choose to do, they cannot plan ahead for it. The important thing is to remain 'in the moment', looking for opportunities to interact. In each interaction there is an element of planning.

In a PITM classroom, the adults...

Model language	Explain	Remind
Show	Demonstrate	Narrate
Suggest	Explore ideas	Facilitate
Provide resources	Encourage	Set challenges

### **Phonics and Reading in the EYFS**

We follow the Letters and Sounds guidance (DES 2007) and explore Phase 1 during Nursery, as well as following children's developing interests in letter shapes and sounds. In Reception we hold short whole class daily sessions following the Letters and Sounds discrete programme (Phases 2-4) which includes a focus on forming letters correctly. We encourage and resource plenty of opportunities in the environment for children to discriminate sounds and read and write letter shapes correctly. In Reception children learn to read through a mixture of individual, guided and shared reading. All EYFS classes hold a short, daily whole class 'reading time' in order to promote a love of reading through sharing books and stories.

### **Writing and Maths in the early years**

In a PITM learning space, learning is always real and purposeful with opportunities everywhere for the children to write for different reasons. We constantly reflect on and refresh / update the writing resources we make available to our children both indoors and outdoors. With adult support and independently, children are encouraged to write, draw and record their observations and thinking across all aspects of their learning and in all weathers. Short whole class / group sessions are used to introduce new mathematical concepts and address misconceptions. Resources for counting, grouping, ordering, measuring and identifying shapes and their properties are made freely available for children to access throughout their learning.

### **Other whole class / group carpet sessions**

We try to keep these sessions short, highly purposeful and engaging eg sharing a story, recalling children's narratives (helicopter stories) enjoying action songs and rhymes. We use self-registration so do not, for example, ask children to sit on the carpet to answer the register.

### **Planning (Ys 1 -6)**

There is no expectation for detailed advanced planning at Brindishe Schools. With the exception of maths (where details need to be clearly outlined), we anticipate teachers to plan a skeleton outline of skills to be covered in advance. The Brindishe Schools' Curriculum contains the detail of skills to be covered in each curriculum area within each key stage and these are the broad skills which need to be included at medium term level.

### **Theme mapping**

From an overall theme, the children are asked to map out their areas of interest and a shared plan can begin to emerge. The role of the teacher is to make sure that key skills and knowledge are included in the plan as it emerges, taking account of the children's interests. This will become the short term, evolving, plan.

### **Accountability**

There is an expectation that both medium and short term plans will be uploaded to the MLE weekly or fortnightly, once the direction of learning has been decided upon. Teacher leaders and senior leaders will offer planning support to individual teachers at all stages.

## Effective feedback (including no written marking)

At Brindishe Schools, we have listened to recent research\* which makes it very clear that the key to effective learning is effective feedback. Feedback is one of the most powerful influences on learning and can be given in a variety of constructive and meaningful ways to motivate children to deepen their understanding and move on in their thinking.

Quality feedback responds to the needs of the learner, either immediately in the form of a conversation or using an 'on the spot' example from the class, the following day at the start of the next lesson or, at times (and usually for older children), through a prompt or 'hint' indicated on a child's learning. Feedback should help each child to identify their own mistakes or gaps and from there to understand how they can improve.

Responding to the child's learning is not solely the job of the teacher but of any adult or peer working with the child. Children in Brindishe Schools are encouraged to take responsibility for their own learning and to support the learning of their peers. They are expected to take the lead in their learning and be actively engaged in the learning process.

It is very important that we create opportunities for children to have audiences and respondents to their learning beyond the teacher. If the only person who looks at and responds to a child's learning is the teacher then children do not learn from each other or from the process or from their own evaluation and thoughts and ideas. Children should be given opportunities to share their learning widely with different audiences such as their peers, other adults and children in school and at home. They are taught to self-assess and peer-assess in order to refine, improve and extend their learning and the learning of others.

Teachers are encouraged to use their professional judgement and to be flexible, reflective and responsive to the needs of individuals and of the class when considering the types and range of feedback to use. There is no expectation for written marking or for teachers to indicate that they have looked at learning. We do not ask for the adult's initials or 'VF' (where verbal feedback has been given). This is not purposeful for the child. At Brindishe Schools we expect to see progression in the children's learning as a result of effective feedback.

Feedback should:

- 1. Recognise success**
- 2. Praise effort**
- 3. Indicate areas for improvement**
- 4. Be acted upon**

\* 'A marked improvement? A review of the evidence on written marking', April 2016.

Education Endowment Fund / The University of Oxford

\* DfE Independent Review Group:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

- 1. Recognise success**

The teacher, TA or a peer points out examples in the child's learning of something successful. This may link to pre-identified success criteria e.g. a 'let's not forget' list.

## **2. Praise effort**

Praising effort is very important for a child's confidence and self-esteem, and contributes to accelerated learning. This is most likely to be verbal praise, ideally at the time through an immediate conversation with the learner.

## **3. Indicate areas for improvement**

The teacher should help children to recognise their errors, spot any misconceptions and identify their next achievable steps, ideally through an immediate conversation. This may involve the use of a reminder, a scaffold or prop, an example, a challenge, or the opportunity to work with another child or adult.

## **4. Making the improvement**

It is important that time is made in every lesson for children to consolidate their understanding and make improvements.

### **Quality feedback strategies**

Teachers should use evidence-based assessment - through conversation, questioning, observation or looking at books and learning - to inform what they plan on a day-to-day basis. The following strategies are examples of best practice at Brindishe Schools:

- 'Let's not forget' or 'Steps to Success'
  - Dot marking or 'over the shoulder' marking
  - Whole class misconceptions sheet
  - Whole class next steps sheet
  - Conferencing (1:1 or as a small group)
  - Self and peer assessment
- 
- ❖ Skilful questioning by classroom adults helps identify errors and misconceptions. This may be on a one-to-one basis or with the whole class.
  - ❖ Teachers/TAs look through children's books and learning during learning time as well as after the lesson in order to identify where progress has been made and where children require more support/challenge.
  - ❖ Successful learning is used as an 'on the spot' example e.g. the teacher uses the 'mirroring' tool on an iPad to show a child's work to the class during the session.
  - ❖ Where a misconception or mistake is widespread, the teacher may address this with the whole class the following day.
  - ❖ Teachers allow time for children to make improvements/correct mistakes etc. at the beginning or end of a session, or during focused time with a peer, the teacher or another adult.
  - ❖ Where possible, teachers respond to the learning as the child completes the task so that there is an immediate dialogue about next steps. For example responding after an opening paragraph, talking to the child about their learning and then allowing the child time to make changes.
  - ❖ Children self-assess by placing their book/learning in one of three piles (I need a challenge / I need more practice / I need more support) at the end of the session.
  - ❖ Children mark their own learning (particularly in maths) and have the opportunity to identify their own errors and correct any mistakes.

- ❖ Peer and self-assessment is taught from Early Years – children do not automatically know how to comment on each others' work, ideas, writing, efforts, etc. in positive and constructive ways. We give them examples and models, and plenty of opportunities to practice. Self-assessment involves children deciding what they need to do next, for example placing their books in appropriate piles to indicate their next step to the teacher, or editing and revising.

## **Record keeping and collecting evidence**

Teachers keep their own notes and evidence on how children progress in different areas of the curriculum in order to plan well-matched and challenging learning opportunities. These notes are used to inform discussions with the child, with colleagues, with parents/carers in meetings and in writing end of year reports. There is no agreed proforma for record keeping but there are examples of good practice and can be found on the Brindishe Schools shared staffroom page on the MLE alongside current research and relevant educational articles for staff to use to inform their practice. As stated in our Data Protection and Safe Handling of Personal Information policy (2018), any papers containing confidential personal information are stored securely and are not left in general view in public areas or classrooms. We adopt a 'clear desk' policy.

Evidence collection is a significant way in which teachers and other adults assess their learners. Evidence can be collected in a variety of forms e.g.

- ❖ Photos (useful for children to help remember/reflect on previous learning)
- ❖ Samples of learning
- ❖ Tests
- ❖ Short observations
- ❖ Longer observations (narratives)
- ❖ Learning conversations

All of these forms of evidence contribute to the adult's in-depth knowledge of the learner and are used to inform next steps.

Senior and Teacher Leaders will also play a role in collecting evidence for school-wide data and to monitor planning, teaching and assessment. This should be meaningful and useful for all involved.

The evidence can be collected in a range of different ways e.g.

- ❖ Collecting samples of learning
- ❖ A learning walk
- ❖ Learning conversations
- ❖ Informal lesson observations
- ❖ Professional conversations

The process should always be supportive and have impact on learning and achievement.

## **Assessment and Reporting at Brindishe Schools**

At Brindishe Schools, we assess every child to build a picture over time of their progress and/or achievement in learning. Information about **how** the child learns, as well as **what** the child learns shapes this picture. We use the information to identify and celebrate current learning and also to provide children with appropriate support for future learning.

### **Starting the Assessment Process - Baseline Data in the Early Years**

For children who are new to our school, initial information is gathered at a parent/carer and child introduction meeting either at school or in their home environment (home visit). Further information is then gathered from observations made during the child's first few weeks in school, as well as any information sent from the child's previous nursery or pre-school. For children who are transferring from a Brindishe School nursery, the child's individual profile and 'development matters' tracking is handed to their next teacher

- ❖ Initial information is gathered at parent/carer and child introduction meetings (either at the child's home or in school). This is used to start each child's individual profile.
- ❖ Observations are made during the child's first six weeks with us and are used to inform the 'on-entry' tracking and establish a baseline assessment. This happens in both Nursery and Reception classes.

### **Observations and tracking**

Ongoing observations are made using the 2Simple program. These, plus samples of learning and other teacher assessments, are used to track the child's development using the Development Matters statements from the EYFS curriculum and the characteristics of effective learning. Tracking is recorded on Arbor and enables us to monitor progress regularly.

In Nursery we 'track' children's learning in the following areas:

- Personal Social and Emotional (PSE) – dispositions and attitudes
- Communication and Language (C&L) – language for communication
- Physical - movement and space
- Maths

In Reception we also include:

- Reading
- Writing
- Phonics

### **Focus children**

An important part of the assessment process involves focusing on specific children each week – the 'focus' children. Each focus child's learning journey for the week is added to across the week with some of the interactions between adult and child (observations and teaching) in the prime areas and across the curriculum recorded. Next steps are therefore carried out 'in the moment', not written down to be covered later.

We encourage the focus child's parent/carer to be involved in this process.

We meet with parents and carers regularly across the EYFS to discuss each child's development and to agree next steps for learning.

We hold regular moderation sessions across our three schools in order to secure our judgements.

### **Assessment in Years 1-6**

We use assessment as a way of identifying, responding to, sharing and celebrating achievement. It also helps us ensure that extra support for learning is targeted towards those who most need it.

### **Assessment for Learning**

**Formative assessment** or assessment for learning promotes future learning.

It means:

- ❖ focusing on how learners learn
- ❖ involving both teachers and learners in reflection, dialogue and decision-making
- ❖ measuring the impact of teaching on learning
- ❖ looking at what the child has learnt, to what extent and deciding next steps
- ❖ using assessments to inform the next steps in the learning process by
  - changing
  - modifying
  - reinforcing
  - redesigning
  - rethinking
  - re-resourcing

Assessment for learning:

- ❖ takes account of learner motivation
- ❖ creates opportunities for self and peer assessment
- ❖ ensures assessment criteria are understood by the learner
- ❖ gives examples of how assessment criteria can be met in practice
- ❖ gives two-way feedback, learner to teacher and teacher to learner

Assessment for learning is evidenced by:

- ❖ reflection
- ❖ drafting, revising and editing
- ❖ profiling
- ❖ revisiting
- ❖ exploration
- ❖ interaction and collaboration
- ❖ discussion
- ❖ children designing own tasks
- ❖ children's self-evaluation
- ❖ children's improved self-esteem
- ❖ finished product
- ❖ children's own learning, including speaking and listening

**Self-assessment** enables children to be actively involved in moving their learning forward towards their next achievable steps.

We help children towards self-assessment by:

- ❖ explicitly teaching them how to assess and improve their own learning, as well as that of others (peer-assessment)
- ❖ encouraging children to mark their own or others learning for accuracy
- ❖ building time into lessons for reviewing and revisiting learning
- ❖ building time into lessons for children to acknowledge and respond to feedback
- ❖ having class discussions
- ❖ sharing evidence of learning in progress and highlighting ways to improve it
- ❖ giving instantaneous feedback about learning
- ❖ using peers and response partners to evaluate or edit learning in progress
- ❖ providing formats or 'scaffolds' for the learning which enable the child to see how to meet the learning intentions of the task

We evaluate children's learning to:

- ❖ find out what a child knows, understands or can do, in order to plan and facilitate their next achievable step
- ❖ value and reflect upon both the process and the product of learning
- ❖ recognise that success criteria can relate to either process or product or both
- ❖ make time to reflect upon their own learning and the learning of others
- ❖ enable children to develop their own criteria for success
- ❖ provide opportunities for consolidation, review and new learning
- ❖ enable children to reflect on themselves as active learners, developing their ability to make choices about what helps them to learn best

### **Summative Assessment**

Children's learning is continually assessed by their teachers formatively: through discussion, instantaneous feedback and so on. Also, children may be given a summative assessment at various times by their teachers to check their knowledge in specific areas. These may be for instance as brief as a times table check or may be more test-like, after a longer period of learning. At Brindishe Schools we also use a model of 'Comparative Judgement', which supports our writing assessment and allows us to compare our writing assessments with those nationally.

The Inclusion Team may use a range of diagnostic tests to identify particular areas of strength and weakness in a child's development.

In order to track children's progress and attainment we use our own bespoke system to fit our Brindishe Schools' Curriculum and approaches to learning and assessment.

### **'Steps in Learning'**

Our assessment system is called 'Steps in Learning' and is based on children's next steps. Steps are structured to reach the national standard expected by the end of each year group and by the end of KS1 and KS2. It enables teachers to track progress over time.

It is expected that teachers plan from our BS Curriculum and assess against 'Steps in Learning'. STEPs are not a planning document as they do not show the required detailed information of how to reach each STEP. It is summative rather than formative.

Over the course of the academic year, there are three assessment points when a snapshot is taken using the teacher's professional judgement - autumn (Nov/Dec), spring (Mar/Apr) and a final one in summer (June/July). Staff work together to make these judgements and moderate together in their year groups and across year groups within their school and across the federation.

Each child's attainment is assessed using their year group's STEP, as either 'Working towards (T)', 'Working within/at (W)' or 'Working at greater depth (GD)'. This is a best fit approach for that time of year.

Working at Greater Depth is demonstrated by the ability to **apply** knowledge and understanding and the ability to lead own learning and self-challenge in a wide range of ways.

By the end of the year, the expectation is that **most** children will be able to demonstrate **most** of the descriptors for their year group, *with the understanding that a child may have a particular weakness such as poor spelling due to dyslexia or handwriting due to fine motor skills.*

### **Understanding Mastery**

At Brindishe Schools we believe that achieving 'mastery' is different to achieving 'greater depth within the standard'. Mastery of a particular skill or concept can take place at any cognitive level and indicates a security of understanding, knowledge or competence.

Our teaching of reading, incorporating a whole class approach from Y2 (and 'Shared Reading' approaches for EYFS, KS1) as well as our whole class 'Inspire Maths' teaching and learning ensures that children across each year group achieve a consistent standard and can 'keep up, not catch up'. We aim for all children to achieve 'mastery' of the key skills, concepts and knowledge for their year group, with children 'working at greater depth' able to apply and transfer this across the curriculum and in a range of contexts.

### **Defining progress**

There is no nationally identified progress measure. At Brindishe we assess a child's progress from their agreed starting point or baseline each year (established using the end of previous year assessment from Y1 – 6, or their baseline assessment on entry in Nursery and Reception) using a 360 degree approach. This includes teachers making a professional judgement from looking at a child's learning over time, asking a child for their own self-assessment in terms of the progress they feel they have made, and having conversations with all the adults who work with the child. We do not use a 'points on a scale' model. Again, teachers moderate their judgements about progress with colleagues across the federation. Teachers' professional and moderated judgements indicate each child's progress from their starting point as 'low', 'sufficient' or 'more than sufficient' at 3 key assessment points every year.

### **'Arbor' as an assessment tool**

Teachers use our easily accessible information system, Arbor, as an on-going assessment tool. It provides a picture of the current situation in terms of attainment and progress from

starting points right across the school and also across cohorts, subjects and different pupil groups and for every individual.

### **Planning, Progress and Provision meetings**

After each assessment point, PPP (Planning, Progress and Provision) meetings take place in every year group. Class teachers, Teacher Leaders (Assessment, English and Maths), the Inclusion Lead and Senior Leadership team work together in order to evaluate the children's performance, identify trends, plan interventions and target resources, training or support. It is also used by the Inclusion Team to identify and monitor particular children who may need additional learning provision or families who may require further outreach and support.

### **End of year testing**

#### **National tests (phonics and SATs)**

**Year 1** children take a nationally produced and standardised Phonics Screening Check in June. There is a nationally agreed 'pass mark' and those children who do not achieve a pass in Y1 are required to retake the test in Y2. They are not expected to retake in Y3 if they are not successful at this point.

#### **Year 2**

National, standardised tests (SATs) are given in English Reading, Maths and (optionally) in English Grammar, Punctuation and Spelling. Results show how children perform against the expected year group outcomes, with their peers in school and nationally. Children will receive a raw score, a scaled score and confirmation of attainment of the national standard. Writing is assessed using teacher assessment and is moderated across the federation and by the local authority.

#### **Year 4**

A mandatory national times table test will be taken at the end of Y4 from 2020. The document 'Times tables progression at Brindishe Schools (2018)' sets out teacher expectations and gives guidance about what to teach and when.

#### **Year 6**

Tests are given in English Reading, English Grammar, Punctuation and Spelling and Maths. Results show how children perform against the expected year group outcomes, with their peers in school and nationally. Children will receive a raw score, a scaled score and confirmation of attainment of the national standard. Writing is assessed using teacher assessment and is moderated across the federation and by the local authority.

#### **Years 3 – 5**

Children in Years 3-5 are given a test of their learning in Reading, GPS and Maths at the end of the year which is used by the teacher, in conjunction with their ongoing assessments, to inform their end of year assessment. Key next steps are detailed in the child's end of year report. As well as teacher assessment and moderation across the federation, writing within each year group is compared to 'national' using online comparative judgement via 'Assessing Primary Writing' (previously 'No More Marking').

## Reporting to parents and carers

### Developing a positive and inclusive relationship

At Brindishe Schools we know that an important key to a child's success is a positive home / school relationship. This is why we ensure a carefully planned induction for each child / family no matter what age they start at our schools.

From the very start of each child's time at Brindishe we work hard to find and make opportunities to share a child's successes in learning and engage parents and carers in their child's education.

This includes:

- ❖ a 'ME' book in which learning at home can be celebrated and / or a 'Reading Response Book' which encourages parents and carers to be partners with school adults in supporting their child's reading development
- ❖ an 'open door' approach which allows parents and carers to share their child's achievements with school adults on a regular basis and encourages children to be an active part of this (eg showing their parent/carer around their classroom)
- ❖ an inclusive and responsible staff team who recognise and make timely efforts on behalf of the child to overcome any barriers to good communication with families
- ❖ a responsive staff team that communicates promptly with a child's family where there is a problem and offers suggestions (or solutions) where possible
- ❖ the assurance that, if a child is having difficulty with any aspect of their learning, parents/carers are informed promptly as well as about any plans the school has in place to try to meet the child's individual needs in this area
- ❖ termly opportunities for parents and carers to meet with their child's class teacher to discuss how their child is getting on
- ❖ regular opportunities for parents and carers to share in and celebrate the learning that has taken place (class assemblies, performances, enterprise activities, exhibitions and showcases)
- ❖ a written end of year report detailing each child's success and achievement across the core and wider curriculum and highlighting next steps where appropriate
- ❖ a regular (annual, anonymous) opportunity to give feedback to the school about any aspect of school life including communication and reporting achievement and progress

### End of year report - July

Parents and carers receive a written end of year report for their child detailing their successes and achievements across the core and wider curriculum and highlighting next steps where appropriate. They have the opportunity at this point to meet with their child's class teacher, should they wish it, to discuss any aspect of their child's report. A parent / carer feedback sheet is included with the end of year report and any comments made are included as part of the report.

## Home Learning at Brindishe Schools

In Brindishe Schools, we see home learning as a way of:

- ❖ encouraging children and families to see that learning takes place at home and at school
- ❖ developing the partnership between home and school through children's learning
- ❖ reinforcing skills and consolidating new learning
- ❖ encouraging independence, self discipline and commitment
- ❖ helping children use resources for learning which are not necessarily available in school (going shopping, using the local library, visiting a gallery or museum)

As inclusive schools we want all children to be able to benefit from home learning and we will take steps to support this including:

- ❖ providing opportunities for parents/carers to come into school and discuss ways to support their child's learning at home. This may include pop-up sessions run by teachers for a variety of subjects or advice on resources
- ❖ sending class newsletters home which describe the learning taking place in class and offering suggestions for how to help at home
- ❖ lending books and making books freely available for children to use at home
- ❖ allowing children to borrow resources (such as: paper, pens, pencils, rulers, calculators and dictionaries) where it is clear the child does not have them at home
- ❖ making time to explain learning verbally to parents for whom English is an additional language and to parents who may find reading difficult
- ❖ encouraging non-English speakers to work in their own language
- ❖ ensuring that the teacher and, where necessary, the Inclusion team leader work together to identify suitable tasks for children requiring learning support
- ❖ translating this policy into other languages as required and where possible

### Managed Learning Environment (MLE)

Our MLE (Managed Learning Environment), also known as 'Fronter', is a password-protected online learning environment which we use to link children's access to learning at school and at home. Each class or year group has their own page on the MLE, which is like a 'virtual' classroom.

Children can log in from home and access resources, suggested activities and information linked to their learning in school. The MLE has areas for discussion, access to learning suggestions and the facility for children to upload their own learning.

Only those with a username and password can have access and children are taught about the importance of not sharing these details as part of our online-safety teaching and learning.

### Examples of Home Learning at Brindishe Schools

## **Reading**

Reading is the first priority for all children's home learning. We expect all children to read each day at home and to complete a reading activity once a week. Children are asked to spend time each day reading at home. This might be on their own, reading to an adult or being read to by an adult.

## **Reading Response Book or 'Me' Book**

Every child has a Reading Response Book or a 'Me' Book. The main aim is to help children develop a love of books and reading.

Children are encouraged to complete activities related to the books they are reading and may be given reading tasks to complete at home.

Parents and carers are encouraged to discuss what their child has read and to comment on the reading that their child does at home. It is really helpful for children to discuss and form opinions about what they have been reading and/or learning.

## **Maths**

Maths learning may be sent home if teacher feels that this would be beneficial.

This may involve practical activities that can be done at home, for example; practising counting, reading numbers, telling the time, using maths vocabulary in everyday situations and using measures such as coins (buying something in a shop and working out change) or using weighing scales (to measure out ingredients for a recipe).

All children are encouraged to learn tables and number bonds (pairs of numbers that make 10, 20, 100 etc.), practise mental maths strategies and to work towards their next steps in maths. Parents/carers are encouraged to promote maths through practical activities at home. The children also have access to online maths websites, which may be used to support their learning at home.

## **Project Work and Research**

Children will sometimes be given short or long-term projects to research linked to their learning theme. This may include research, writing or a practical activity.

## **Year 6 children**

We expect Year 6 children to take much more responsibility for organising themselves to do their own home learning within the timescale that has been set. This is in preparation for their transfer to secondary school.

Year 6 children may be given materials, which are provided by the school, to support their home learning across the curriculum.

## **Unfinished Learning**

If a teacher believes a child has not completed their learning during the day because the child has not given their best effort, the child may be asked to complete the learning at home. The teacher will always try to communicate with parents/carers so that they are aware of what has taken place.

## **Brindishe Schools' Achievement Policy**

## Appendix 1

### The Leuven Scale of Active Engagement in Learning (EYFS)

Level	Engagement	Examples
1	Extremely low: the child shows hardly any activity	No concentration; staring, daydreaming; an absent passive attitude; no goal oriented activity, aimless actions, not producing anything; no signs of exploration and interest; not taking anything in, no obvious mental activity
2	Low: the child shows some degree of activity which is often interrupted	Limited concentration; looks away during the activity, fiddles, dreams; is easily distracted; action only leads to limited results
3	Moderate: the child is busy the whole time, but without real concentration	Routine actions, superficial attention; is not absorbed in the activity, short lived focus; limited motivation, does not feel challenged; the child does not gain deep level experiences; not using their capabilities to the full; the activity is not capturing the imagination
4	High: there are clear signs of involvement but these are not always present to their full extent	The child is engaged without interruption; concentration is high most of the time, but at times more superficial; the child feels challenged and motivated to a certain extent; the child's capabilities are often challenged
5	Extremely high: during the observation of learning the child is continually engaged in the activity and completely absorbed	Absolutely focused, uninterrupted concentration; high motivation and activity highly appealing; even strong stimulation cannot distract; child is alert, pays attention to detail, shows precision and intense mental activity; clear enjoyment in being totally engrossed.