



Teaching, Learning and Assessment Handbook



2022

Teaching, Learning and Assessment Handbook

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Rationale

At Les Landes we want the children to learn through a **rich and challenging curriculum**, building on skills and knowledge they develop as they move through the school.

Achievement at Les Landes is as broad as it can be, to reflect the individuality of all our pupils. When pupils leave KS2, we aim for them to have the confidence, resilience and increasing maturity to deal with whatever is next in their lives. We expect them to have developed:

- A love of reading
- A thirst to enquire, ask questions and find out
- Positive relationships
- Good behaviour
- An ability to problem solve both within and outside the curriculum
- Key Maths and English skills to prepare them for the next phase in their learning journey
- **Empathy and integrity**

Curriculum

Communication, Language and Literacy

At Les Landes, we believe that reading, writing and communication skills are fundamental in ensuring that children are equipped for everyday life. Therefore, these skills are taught in discrete lessons but also throughout all aspects of the curriculum.

The curriculum includes:

Subject	Purpose	Frequency
Phonics (KS1)	To develop a solid understanding of the different sounds which make up words, to be used as a reading strategy	Daily
Guided Reading	To develop reading fluency, comprehension and inference skills and foster a love of reading	Weekly
Literacy	To develop an awareness of different genres through reading, writing and speaking and listening skills	Daily
Grammar / punctuation and spelling	To develop grammar, punctuation and spelling skills	Weekly
Handwriting	To develop a consistent, legible and joined style. Standards recognised by Pen Licence system	Weekly
Vocabulary	To increase Tier 2 vocabulary, which is transferable across the curriculum	Daily

Mathematics:

The teaching of Mathematics at Les Landes is structured to promote the following:

- Development of key skills to ensure that all pupils can recall and apply knowledge

quickly and accurately.

- Opportunities to solve problems across all areas of the curriculum.
- Opportunities for children to reason and communicate their mathematical ideas.

White Rose workbooks are used at teacher's discretion.

The Curriculum

We believe that an enriched curriculum is essential in acquiring a passion for learning. We ensure that teaching and learning provides progression of skill as well as sufficient coverage. We focus sharply on local history and geography and prioritise learning beyond the classroom. Long term, medium term plans and weekly timetables are on teacher shared area.

Computing

The Computing curriculum is taught discreetly where necessary and cross-curricular links are made wherever possible. The strands taught are:

- Digital literacy
- Computer Science
- E-Safety

The number of PCs and ipads per class allows technology to be used to support the curriculum at any time and children are encouraged to decide themselves when they want to use them.

Modern Foreign Languages: French

Pupils in Y3-Y6 learn French as their Modern Foreign Language. The emphasis on these lessons is to develop vocabulary, begin to formulate sentences orally and in writing and deepen their understanding of the world. We have a specialist French teacher to teach French in KS2. Lessons are taught for the equivalent of 30 minutes per week in Y3 and Y4 and for one hour per week in Y5 and Y6. The school uses the CYPES curriculum documents to teach the Jersey curriculum requirements. Children in KS1 are exposed to French vocabulary through songs and rhymes. Y4 have the enrichment opportunity to learn Jèrriais as a commitment to the cultural heritage of the island.

Learning Skill / Social Skill

At Les Landes, we place importance on developing character habits and dispositions which enable children to thrive. Habits of mind can be taught alongside other things and discreetly though regular 'Learning Skills' or 'Social Skills'. Learning skills are planned in advance, social skills are needs led, and are addressed dynamically through the year. We promote an active attitude to thinking as well as an active attitude to learning. The following breakdown shows the focused skill, which core value it links to, and links to UNCRC too.

Autumn 1: Being Me in My World	
5 th Sept	Creativity (achievement) UNCRC Introduction: Article 42: Knowledge of Rights
19 th Sept	Originality (achievement) Article 13: Freedom of expression

	Rosh Hashanah (Judaism) from 25 Sept
3 rd Oct	Independent thinking (achievement) 10 th Oct (World Mental Health Day) Article 24: Health and health services
17 th Oct	TBA 24 th Oct (United Nations Day) Article 4: Implementation of the Convention Black History Month
<p align="center">Autumn 2 – Celebrating Difference</p> <p align="center"><i>PSHE strand - Developing effective and fulfilling relationships and respecting the differences between people.</i></p> <p align="center">National Anti-Bullying Week 2022 is 14-18 Nov Theme: Reach Out</p> <p align="center">Article 2: Without discrimination Article 13: Freedom of expression Article 14: Freedom of thought, belief and religion</p>	
7 th Nov	Problem-solving (achievement) 11 th Nov (Armistice Day) Article 38: War and armed conflict OR Article 14: Freedom of thought, belief and religion. Diwali (Hindu) 12 Nov
14 th Nov	Good judgement (community) Odd Socks Day for anti-bullying week 18 th Nov (Children in Need) Article 19: Protection from violence, abuse and neglect
28 th Nov	Empathy (community) Article 27: Adequate standard of living
<p align="center">Spring 1 – Dreams and Goals</p> <p align="center"><i>PSHE strand - Developing self-esteem, confidence, independence and responsibility and making the most of their abilities</i></p>	
9 th Jan	Ambition (achievement) Article 28: Right to education
23 rd Jan	Seek feedback (achievement) Article 29: Goals of education
6 th Feb	Perseverance (achievement) 14 th Feb (Safer Internet Day) Article 16: Right to privacy; Article 17: Access to information from the media Children's Mental Health Week
<p align="center">Spring 2: Healthy Me</p> <p align="center"><i>PSHE strand - Develop a healthy lifestyle and keeping themselves and others safe</i></p>	
27 th Feb	Ready to learn (achievement) Article 14: Freedom of thought, belief and religion. International Women's Day 8 March
13 th March	Organisation (pride) 22 nd March (World Water Day) Article 24: Health and health services Article 27: Adequate standard of living. Ramadan (Islam) 22 March
27 th March	TBC Article 39 : Recovery from trauma and reintegration.
<p align="center">Summer 1 – Relationships</p> <p align="center"><i>PSHE strand - Developing effective and fulfilling relationships and respecting the differences between people.</i></p>	
25 th April	Collaboration (community) Article 15: Freedom of association
8 th May	Loyalty (pride) Article 30 : Children from minority or indigenous groups
22 nd May	Communication (community) 22 nd May (International Day for Biodiversity) Article 6: Life, survival and development
<p align="center">Summer 2 – Changing Me</p> <p align="center"><i>PSHE strand - Developing knowledge and understanding about being informed citizens, including a sense of justice, through active participation and enquiry.</i></p> <p align="center">Pride Month</p>	
12 th June	Initiative (community) 12 th June (World Day against Child Labour) Article 32: Child labour

	World Ocean's Day 8 June
26 th June	Flexibility (community) 20 th June (World Refugee Day) Article 22: Refugee children
10 th July	TBC Article 31 : Leisure, play and culture.

Enriching the Curriculum

We aim to enrich the curriculum with memorable learning, experiences, including educational visits, outdoor learning opportunities, themed weeks, music concerts, workshops, visiting artists and other hands on learning experiences. Each class will provide an off-site visit at least once a term. Residential trips follow a progressive pattern so that children build up to a week-long trip by Year 6. Arrangements for 2021-2 are:

- Y3 Crabbe (2 extended days, not overnight)
- Y4 Scout Hut (2 days)
- Y5 St Aubin's Fort (3 days)
- **Y6 Bosdet residential, Green Island (5 days)**

Quality First Teaching

The most important purpose of teaching is to raise pupils' achievement. As part of our whole school monitoring systems, we consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. We evaluate activities both within and outside the classroom. We also evaluate intervention strategies and the impact that teaching has on the promotion of pupils' spiritual, moral, social and cultural development.

When evaluating the quality of teaching in the school, we will consider the extent to which:

- The teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum.
- Teachers have consistently high expectations of pupils.
- Teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions.
- Reading, writing, communication and mathematics are well taught.
- Teachers and other adults create a positive climate for learning in which pupils are interested and engaged.
- Marking and constructive feedback from teachers contributes to pupils' learning.
- Teaching strategies, including setting appropriate homework, together with support and intervention, match individual needs.

Planning and Record Keeping

Planning

- It is important to note that planning should remain organic, constantly evolving with the needs of the class.

- Planning is completed using the 2014 Jersey Curriculum. All topics have been chosen in line with the requirements set out, employing cross-curricular techniques where possible.
- Planning is monitored, along with children's books. Monitoring is conducted on a rolling programme.
- The school aims to offer the children a broad and balanced curriculum. Planning is a working document which must be available and gives a clear picture of what has been planned, and what has been taught. All planning includes a range of long term, medium term and short term plans.

All lessons are effectively planned with a clear outcome at the end (see learning journey material within this section), each lesson building up to this point. All lessons have a clear learning question and success criteria / steps to success which are shared with the pupils at different points within the lesson. Learning questions, where appropriate, are referred to throughout the session.

Delivery of lessons are made up of a variety of different strategies: guided (focus) groups, shared learning, modelling (all learning should be modelled), paired learning, group learning, independent learning and whole class teaching. It is important to note that not all strategies will be used in one lesson, careful planning of lessons will determine which are the best strategies to use to fulfil the learning focus. A defined focus for the teacher during independent learning activities must be planned for-moving between groups or working with a focus group to support and extend learning.

Teaching and Learning

The Learning Journey

At Les Landes, our aim is to provide Quality First Teaching enabling pupils to achieve their full potential. It is only when they fully understand what they learning, why they are learning it and how they are going to achieve it, that they will be successful learners. Developing a learning journey approach will provide pupils to do this.

Objectives must be clear to children. They all must know what they are learning and why they are learning it. They also need to see the point of the objectives in the bigger picture; that is, how they relate to the last lesson's learning, the course they are following and the big overall goal. This requires teachers to have fully explained the objectives in context, the students have engaged with them and can explain them.

'If learning is to be enhanced it has to be rich, based upon a continuum: a journey with multiple endings. Along this journey the learner needs to know where they are and more importantly where they are going and how they get there.'

David Spendlove, Putting Assessment for Learning into Practice

Learning Questions

At Les Landes, we believe that consistency is key in ensuring Quality First Teaching and high standards for all. Lesson Objectives are phrased as Learning Questions which are well phrased with learning, encapsulated, not activity/ task. It is supported where

appropriate by success criteria, or steps to success in KS1, which may be differentiated according to need, allowing pupils to self assess their learning. Pupils are required to evidence their success criteria to ensure their learning is successful.

Talking about learning continues to be the most effective strategy, as supported by EEF 'language is the foundation of learning, of thinking'

Language Bank for Learning Questions

Knowledge	Understanding	Skills
<ul style="list-style-type: none"> • Label • Name • Define • Describe • Recall • Identify • Sort • Retell • List • Recount 	<ul style="list-style-type: none"> • Interpret • Retell (*from another characters point of view) • Predict • Analyse • Explain • Summarise • Sort (KS1) • Categorise (KS2) • Create • Match (KS1) • Change • Organise • Describe • Apply • Empathise (KS2) • Sequence 	<ul style="list-style-type: none"> • Retell (*with expression) • Make (*notes)/ create • Locate • Interpret • Compare • Use • Demonstrate • Explain • Analyse • Perform • Research • Organise • Design • Skim/ scan • Justify

Knowledge, understanding, skills... what are they?

Knowledge	Understanding	Skills
<ul style="list-style-type: none"> • Remembering/ retaining information • What one knows/ going to know/ has to know • End result/ bigger picture • Key words/ phrases/ facts • Previous experience • Learn first • Describing what you know • Facts at the most basic level • Prior knowledge 	<ul style="list-style-type: none"> • Gaining independence/ confidence • Expression of owns ideas • Inform others • Using own words to explain (paraphrasing) • Prediction • Analysis • Questioning • Application of prior knowledge- doing something with it • Comprehension • Inference 	<ul style="list-style-type: none"> • Ability to apply knowledge understanding and extend • Independence • Show others how to... • Ability • Application • Practical/ hands on • Demonstration and application of knowledge and understanding

<ul style="list-style-type: none"> Recall facts 	<ul style="list-style-type: none"> E.g. role play a word problem (Maths) 	
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Success Criteria

Success criteria are used appropriately, not in all lessons. They are used to support successful and accurate assessment of learning. Learning Questions and Success Criteria allow them to become reflective and independent learners by self assessing and editing learning.

LQ: Can I change direct speech into reported speech?

Can I compare and order fractions with related denominators?

Success Criteria

- Identify a common multiple that links the denominators
- Multiply the denominators so they are the same. (whatever you do to the denominator, you must do to the numerator)
- Compare with the other fractions. Is it bigger? Is it smaller?

Self and peer assessment

Pupils self and peer assess their learning against the success criteria within the lesson, when the teacher decides it will enhance the learning. This might be verbal feedback. This ensures that children fully understand their learning and can begin to articulate the learning process.

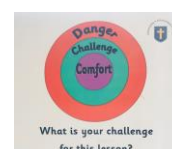
Expectations

Teachers have high but achievable expectations of learning and progress for all pupils. High expectations of learning and behaviour are evident in the classroom and through standards in books. Expectations are evident through the learning pupils produce.

Pace

Teaching sessions are well paced to make effective use of time and respond to the learners emerging needs within the lesson. No learning time is wasted as a result of careful planning and organisation of lessons. Pace is aided through the use of the following: *please note this is not an exhaustive list.

- An interactive starter which engages learners and initiates thinking at the start of a lesson.
- Focus group teaching which does not necessarily involve the whole class at all times throughout the lesson. This ensures that learning is always well pitched to individual need.
- Mini plenaries: these ensure that all pupils make progress within a lesson.
- Plenaries: this ties the learning within a lesson together and allows pupils to apply their learnt skills/ knowledge in different contexts. These should be used as an assessment tool and feed into the learning journey for the next day.



Pitch

Lessons are pitched to enable every learner to meet the Learning Question. Children are encouraged to select the scaffolding they require to be successful and achieve the LQ.

Questioning

Questions should be skillfully formed to ensure that higher level thinking skills are planned within lessons. A variety of open and closed questions should be asked to allow pupils to extend their knowledge and challenge their thinking. Pupils are expected to ask questions of each other and the teacher. Questions should be used throughout the lesson to allow learning to be evaluated and reshaped when needed.

Facilitating independence

Pupils should be encouraged to become independent learners, making informed choices for themselves. The classroom should be set up to allow pupils to develop independence e.g. the ability to choose resources themselves to aid their learning (dictionaries, mathematical equipment, thesaurus etc). Learning walls should support children in becoming independent, providing a resource to aid learning. These should be visible to children when they are working and kept up to date.

Feedback (written and verbal)

Teachers have a good understanding of where each child is in his/ her learning and uses Assessment for Learning (AfL) to give quality feedback to promote future planning and learning. AfL opportunities can include: observations, focus groups, questioning, marking, verbal feedback, mini plenaries, self assessment and peer assessment. If next steps are given, children need time to address these. Purposeful intervention takes place by the teacher (within the lesson) when misconceptions occur. Marking with the child is accepted as good practice. This dialogue is powerful evidence of progress over time.

Talk Partners

Every class uses this strategy for effective learning. It derives from the work of Shirley Clarke. The children are taught how to be effective talk partners and agreed success criteria is displayed in every class from Reception. Partners change weekly.

Metacognition and Growth Mindset

Each class models a growth mindset approach to learning, with prompts displayed to remind children that intelligence isn't fixed, perseverance pays off and the zone of proximal development is where deep level learning occurs. **The first three days of term in September will focus on metacognition.**

Quality of Inclusion

Lessons should be well planned to scaffold and support. Ability based groups are only used when necessary and groups should always remain fluid. Pupils are never referred to using terms such as bright or low ability. Provision may need to be made for individuals, according to individual need. Examples of strategies used at Les Landes:

- The use of sound buttons to record instructions/ questions/ learning tasks for pupils who are not fluent readers.

- Word/ picture banks are used to stimulate ideas for EAL/ SEN learners, please note that ALL learners can benefit to visual stimulus.
- Scaffolded sheets help learners to structure their thoughts and ideas.

Positive Behaviour

Positive behaviour management is evident in all lessons with clear expectations and boundaries consistently reinforced, ensuring a safe learning environment for all. See Positive Behaviour Policy.

Systems

Books	Feedback	SEN
<ul style="list-style-type: none"> Limited sheets stuck into books, hole punched folder for maths and English Rec – plain red writing book A4 and large square maths book Homework books: spelling, timetable and reading Y1/6 Handwriting books: Y1 to Y6 Writing books: Y1- 1cm lines / lined red writing book, Y2-Y6 A4 red lined. Reasoning books: Y1 and Y2 Maths books: Y1/2 yellow, Y3-6 blue. Size of maths book squares dependent on each child. White Rose workbooks optional Science: purple Y1-6 History and Geography books - orange Y3-6, red with black inside scrap book Y1/2. Art sketchbook: Y1-6 DT: Y1-6 green folders. RE: Y1-6 lined yellow books PSHE: Y1-6 JIGSAW red scrapbooks Labels for books to be the same throughout the school. Template on shared area and Sam can do these Plastic book covers on all books Marking code in front of books Old books to go home at the end of the year 	<ul style="list-style-type: none"> LQ and Success Criteria evident (SC not appropriate to be stuck in for every lesson) Same colour used by teacher to mark - purple Yellow highlighter for evidence of learning question / objective achieved, hashed if partially achieved Green highlighter for evidence of next steps needed Written comments short and impactful Response to marking where appropriate Verbal feedback recorded in books with code (V) or comment 	<ul style="list-style-type: none"> Provision maps completed termly, with the Autumn term map completed by the previous teacher Exit data completed by the end of Assessment Week (TAs off timetable to support with collecting data) New ILPs to be shared with parents to be shared with parents, in person, at the start of each term. At the end of the term, ILPs reviews and parents sign this. The review meeting can be used to set new targets.
Environment	Summative Assessment	Presentation
<ul style="list-style-type: none"> Keep teacher desk areas clear and tidy Tidy resources such as pencils Labelled drawers, school font, for resources Use lines or squares on IWB and flipcharts Individual class rewards, but supporting whole school and class charter First aid cupboard labelled with green / white cross Medical information on the inside of the cupboard door Hazardous substances out of reach in labelled box Data kept securely, be mindful of what's on display 	<ul style="list-style-type: none"> Teacher assessment in SIMS in line with dept requirements for reading, writing and maths PIRA/PUMA/GAPS tests completed in assessment week and results recorded into MARK once completed Phonics assessment Rec-Y2, KS2 where appropriate Benchmark levels/running records up until L30, as appropriate as and when needed. Recorded on SIMS termly 	<ul style="list-style-type: none"> Long date in all books from Y2 must be underlined (short date for maths) Font used on stickers – Sassoon Primary Infant Handwriting modelled
E-Safety	Display	Curriculum
<ul style="list-style-type: none"> Shared responsibility to monitor and report misuse Lock screen when away from computer Actively support Internet Safety Week and Anti-Bullying week Lead logs e-safety incidents in log in Headteacher office and logged on SIMS if appropriate Acceptable User Policy signed by each child in Sept and stuck in front of their PSHE books 	<ul style="list-style-type: none"> Shared areas <ul style="list-style-type: none"> Changed twice a year Boards allocated School font (Sassoon primary infant) Classrooms <ul style="list-style-type: none"> School font (Sassoon primary infant) Mixture of process and product Product display accompanied with a LQ Vocabulary displayed Supportive learning wall for active and current learning, this might be on tables Display SDP, P4C 4Cs, class charter, learning skill, UNCR, Talk Partner criteria, Growth Mindset 	<ul style="list-style-type: none"> Time allocations for English, maths, ICT, PE, Science, History, Geography, RE, DT, Art, PSHE and French in line with Jersey Curriculum 1 P4C enquiries per half term (in P4C week) with regular reference to the 4Cs Class assembly, or similar, once a year, date arranged in Sept 1 class trip per term, curriculum linked
Jersey Premium	Planning	Other
<ul style="list-style-type: none"> Pupil Conferencing weekly with class teacher Record of meetings Termly pupil conferencing with SMT 	<ul style="list-style-type: none"> M/t and l/t planning saved on teacher shared Weekly timetable on teacher shared Curriculum objectives, LQs, outcomes and vocabulary is needed, but these are working documents and a uniform format is not expected 	<p>Staff are expected to comply with requirements detailed in:</p> <ul style="list-style-type: none"> Teaching Standards Job Descriptions Code of Conduct Staff Handbook School Policies ED Policies Teaching and Learning Handbook

The Learning Environment: expectations

Principle

At Les Landes, we believe that the ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school buildings. As a school, we believe that displays play an important part in encouraging enthusiasm for learning and for celebrating achievement.

Our aims are:

- To provide a visually stimulating learning environment for all.
- To promote continuity and coherence across the school.
- To celebrate children's achievements and give purpose and value to children's learning - every child's learning matters.
- To give children positive affirmation and feedback that the learning has been appreciated and celebrated.
- To develop children's aesthetic awareness.
- To enable the children, staff and visitors to gain an instant insight into the

diversity of the learning going on in the school.

- To provoke children and adults to think and ask questions to stimulate learning
- To boost children's self-confidence.
- To show the attainment and progress achieved by the learners.
- To provide information which supports learning (high frequency words, number charts etc).
- To establish expectations for teachers and support staff.

The Learning Wall

Learning walls are based on the 'working wall' approach where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Pupils' learning should be displayed throughout the different stages of the learning journey with reference to the success criteria. Relevant vocabulary based on current learning should also be evident. Learning walls should be available for both Maths and Literacy, reflecting current learning with aids and scaffolds as a guide and support for independent learning.

Display as Celebration

- Celebration of learning is displayed in the dome, corridors and other shared areas and the focus of these is mostly arts and humanities.
- The current class topic should also be evident in displays, (including artefacts and books) in each classroom.
- Finished/published pieces of learning and the end result of the teaching and learning process should be displayed; this includes paintings and photographs.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- Both handwriting and computer fonts (Sassoon Primary Infant) should be used on displays.
- An area in each classroom should be dedicated to the celebration of published learning, as well as those in the corridors.

Other considerations for the classroom

- Diversity and a commitment to inclusion should be evident in all classrooms through photographs, books, posters and some bilingual signage where appropriate
- Class charters should also be displayed
- The classroom should be neat and well organised with labelled (Sassoon Primary Infant) drawers and cupboards so that all children know how to access resources to support their independent learning.
- All areas should remain neat and tidy, including the teacher's desk area, which should look professional. Books should be front facing where possible.

Marking and Feedback – see systems

Les Landes School Feedback Codes	
*	addition to written work (can be numbered)
Ⓢ	spelling – words the child should know relevant to age/ability
//	new paragraph
^	missing words/numbers
C	to redo (not to be rubbed out but to be redone next to or below)
.	error, not needing correction
Children will edit their own work in green pen. The teacher will use purple pen.	
Verbal feedback will be indicated as (V)	
Yellow highlighter shows that learning has been met. – Achieved	
Yellow hash shows that elements of the learning has been met.	
Green highlighter shows next steps. – Next Step	
Support Some pieces of work will specify how much support has been given.	
Independent (I)	
Supported by teaching assistant (TA)	
Supported by the teacher (T).	
Supported by your talk partner (TP)	
Resources used (R)	
Self assessment: P E T I: Practice (P), Effort (E), Time (T), Input (I) recorded by the child	
Your teacher may write a question or a comment under your work. You should respond as appropriate.	
Reviewed: July 2022	

Les Landes School Feedback Codes (Reception)	
The teacher will use purple pen.	
Verbal feedback will be indicated as (V)	
Yellow highlighter shows that learning has been met. – Achieved	
Yellow hash shows that elements of the learning has been met.	
Green highlighter shows next steps. – Next Step	
Support Some pieces of work will specify how much support has been given.	
Independent (I)	
Supported by the teaching assistant (TA)	
Supported by the teacher (T).	
Supported by your talk partner (TP)	
Your teacher may write a question or a comment under your work. You should respond as appropriate.	
Reviewed: July 2022	

Presentation in books – See systems

Handwriting and pen licence

A great importance is placed on handwriting and the skills are developed throughout the school in a formal way. Letter formation and correct pencil grip is a priority. In Reception the RWInc resources for letter formation support the teaching of early phonics. From Year 2, teachers use Nelson to ensure consistency of approach throughout the school. Sassoon Primary Infant is used in classrooms for labelling and displays. Once they can join letters, have the opportunity to work towards earning a Pen Licence

Homework

All pupils from Y1-Y6 are expected to read and practice their key maths skills daily. Pupils log their reading and parents are required to sign it every day. The teacher will document if homework is not regularly being signed and raised at parent consultation. Termly home learning task grids for every year group are in place. The expectations, as laid out in the Parent Handbook, are summarised below:

Sharing a book with a parent - there is a chance to change their library book from the lending library

Letter recognition cards

Tricky word cards

Sharing a library book with a parent at least once a week

Reading their guided reading book every night

Tricky word cards

Nightly reading - reading record

Nightly spelling - spelling book

Nightly times tables -multiplication book / Times Table Rock Stars

Optional home learning task selected from a termly grid of 12 tasks.

Y6 - Homework is given as part of the preparation for secondary school.

Reporting to Parents

At Les Landes we report to parents each term in a variety of ways - some formal and others informally.

Term	Reporting methods
Autumn Term	Meet the Teacher evening outlining curriculum and expectations for the year Parent / teacher consultation appointments Sharing of learning events - assemblies, productions
Spring Term	Annual written report including targets Book share Sharing of learning events - assemblies, productions
Summer Term	Parent / teacher consultation appointments Sharing of learning events - assemblies, productions

Guidance regarding content of the annual report is shared with teachers annually prior to the template being shared. Draft reports are sent to line managers two weeks in advance of submission to the Headteacher; this provides an opportunity for quality assurance and feedback before completion. All reports are printed and sent on the same day, therefore strict deadlines must be adhered to.

Data Analysis and Pupil Progress Meetings

Assessment is at the heart of all learning programmes. Assessment for Learning is an

integral part of everyday practice and should form the bulk of your assessment practice. However, summative assessment should be used to back up our teacher judgements, not make the judgement for you. Understanding the abilities and needs of all the pupils in a class is essential in order to ensure that planned learning programmes provide the most effective learning opportunities. It is the duty and responsibility of the school as an organisation to monitor and track progress of individual pupils and groups of pupils to ensure that they are making appropriate rates of progress towards local and national standards.

Jersey Assessment Framework

In this system, pupils will be assessed in Reading, Writing and Maths using the National Curriculum Expectations identified in the National Curriculum. For each Year group (Year 1 to Year 6) these expectations take the form of written statements which will be used to support teacher assessment and can also be used as targets to show pupils' achievement and progress.

Pupils that are on track to achieve the National Standards of Attainment will be secure in the statements for Reading, Writing and Mathematics identified in each year group.

Examples of statements:

Year 2 Maths: To add and subtract numbers using concrete objects, pictorial representations, and mentally, including two-digit numbers.

Year 6 Maths: To solve multi-step problems in contexts, deciding which operations (Addition, Subtraction, Multiplication and Division) to use and why.

Les Landes uses tests to support teacher assessment, and ensure children are on track for reaching expected levels. These include PIRA Reading tests PUMA Tests in Maths, **GAPS for Writing**

		Emerging	Developing	Secure (retains most key objectives)	Secure +
Key Stage 1	Year 1	1E	1D	1S	1S
	Year 2	2E	2D	2S	2S
Key Stage 2 (Lower)	Year 3	3E	3D	3S	3S
	Year 4	4E	4D	4S	4S
Key Stage 2 (Upper)	Year 5	5E	5D	5S	5S
	Year 6	6E	6D	6S	6S

Tracking Data

Pupils' progress will be tracked through the progress towards Key Objectives, evident in books, and the outcomes from the tests in Reading, Writing and Mathematics. Pupils' progress will be regularly reported to parents at parents' meetings. The system which will be used to record attainment in SIMS, accessible on all computers in the school.

		Emerging	Developing	Secure	Secure +
Percentage (%) of yearly curriculum objectives/key objectives achieved *		Between 10% and 40% of yearly objectives achieved, including <u>some</u> key objectives	Between 40% and 70% of yearly objectives achieved, including <u>most</u> key objectives	Between 70% and 100% of yearly objectives achieved, including <u>all</u> key objectives	All yearly objectives/key objectives achieved
Application of objectives learned	Frequency	Sometimes	Often	Frequently	Always
	Accuracy	Many errors	Some errors	Mostly accurate	Accurate and Controlled
Independence		With lots of help	With some help	Mostly independent	Unaided
Retention of objectives learned		Retains little	Retains some	Retains most	Selective retention

Reporting on attainment

Pupils' attainment will be recorded and reported under the following categories:

Working below age related expectations

Working in line with age related expectations

Current assessment

	Autumn	Spring	Summer
Reception	Baseline assessment Phonic assessments Wellcomm	On-going profile observations Running records Phonics/keyword Wellcomm	On-going profile observations Running records Phonics/keyword
Year 1	Teacher assessment Running records Phonic assessment High Frequency Words Wellcomm	Teacher assessment Running records Phonics assessment High Frequency Words	Teacher assessment Running records Phonics assessment High Frequency Words
Year 2	Teacher assessment Running records Phonics check High Frequency Words PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Running records Phonics check High Frequency Words PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Running records Phonics check High Frequency Words PUMA Maths PIRA Reading GAPS Writing
Year 3	Teacher assessment PUMA Maths Phonics check PIRA Reading Running Records GAPS Writing	Teacher assessment PUMA Maths Phonics check PIRA Reading Running Records GAPS Writing	Teacher assessment PUMA Maths Phonics check PIRA Reading Running Records GAPS Writing

Year 4	Teacher assessment Running Records PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Running Records PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Running Records PUMA Maths PIRA Reading GAPS Writing
Year 5	Teacher Assessment Running Records PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Running Records PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Running Records PUMA Maths PIRA Reading GAPS Writing
Year 6	Teacher assessment CATS Past SATS questions PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Past SATS questions PUMA Maths PIRA Reading GAPS Writing	Teacher assessment Past SATS questions PUMA Maths PIRA Reading GAPS Writing

Teacher Assessment:

It is important to note that summative assessments must be used in conjunction with Teacher Assessment (TA). Tests are used to inform teacher assessment but should not be used as stand alone judgements. Teacher Assessment can be gathered using the variety of formats. For example:

- Benchmark (reading)
- Book monitoring
- Guided Reading observations and notes from Guided Reading file (reading)
- Notes from observations/ plans from questioning/ group work.

Identifying children in need of support:

During Pupil Progress Meetings, children who are not making 'expected' progress are identified. These could be children who have additional barriers to learning or those whose progress needs accelerating to determine individual needs/ next steps/ barriers to learning and gaps in their skill/ knowledge base. Additional data is collated: Running Records / phonics tests etc may take place for these children to determine specific needs and gaps in learning. Using this information, teachers should plan to address these issues in small groups/ 1-1 sessions/ intervention groups, recorded in the termly provision map with entry and exit data.

Pupil Progress Meetings: Aims of Pupil Progress Meetings

- To provide a forum for discussion and analysis of the attainment and progress of individuals, classes, cohorts and vulnerable groups of pupils.
- To ensure that pupil progress is effectively monitored and tracked across the academic year and throughout the time pupils attend Les Landes School.
- To support teachers in the development of learning programmes which match pupils' attainment and which challenge all learners.

Actions and Expectations

- Pupil Progress Meetings are held twice a year with more informal check-ins between these
- Meetings are attended by the Headteacher, SENCo and class teacher
- Class Teachers must input latest assessment data prior to the meeting

- Analysis should include statements such as:
 - *Writing is the lowest achieving subject area*
 - *80% of boys made expected progress in Maths*
 - *100% of Jersey Premium pupils are in line with ARE in Reading*
 - *75% of the cohort are in line with ARE in Maths*
- During the meeting specific issues and concerns evident in the data will be discussed and actions agreed in order to address them.
- Class Teachers should come to the meeting prepared with ideas of actions which will address identified issues.
- Minutes of the meetings will be taken and distributed within 5 working days of the meeting.

During the Meeting

- Discuss outcomes of assessment. Focus on progress of individuals – rates of progress, acceleration, plateau, regression. What are the contributing factors?
- Explore reasons for underachievement of individuals/groups/class.
- Discuss interventions and additional support which have occurred throughout the term. What has the impact been on achievement? What other factors have impacted achievement?
- Explore key issues based on the data and as a result of discussion.
- Identify children who may benefit from Ordinarily Available provision or support needing inclusion on the provision map.
- List what resources / support the teacher may need to address the barriers identified.
- Review and update targets
- Agree actions for the coming term.

After the meeting

- Provision map updated by the SENCo and saved in teacher shared
- Minutes shared by the Headteacher
- Teachers action the agreed actions
- Teachers provide the Headteacher with a midterm review and a meeting is held where appropriate

Team Around the Child Meeting

Looked After Children (CLA) or Children on Child in Need or CP Register are monitored in line with Children, Young People, Education and Skills guidelines. Regular meetings review progress as highlighted in Pupil Progress meetings, reviews progress and impact of interventions and reviews follow up actions from Pupil Progress.

Monitoring

At Les Landes, we recognise that the most effective way to develop practice is to provide developmental feedback to staff. All monitoring is undertaken to promote professional development and to quality assure the practice across the school. We conduct a range of monitoring activities in order to create a full and accurate picture

of the teaching and learning. Monitoring activities are undertaken by leaders, the Senior Adviser and other external consultants. Monitoring activities are used to inform whole school development planning and to set targets for teachers.

Monitoring Schedule

Monitoring activity	Frequency	Conducted by
Book monitoring	Termly (alternating English and Maths) Termly (humanities)	KS managers and subject leaders
Pupil Conference monitoring	Half termly	SLT and subject lead
Pupil Progress	Termly for every teacher	Headteacher and SENCo

Book monitoring

Templates vary depending on subject and priorities at the time.

Pupil Conference.

Pupil conferences focus on pupils views on the quality of teaching and learning and by getting children to bring along their books; they can develop their ability to talk about their learning

Name:	Year Group:	Date:	Leads:
Feedback and Marking		Challenge	Attitudes to Learning
How do you know what you need to improve? Show me an example of when your teacher has helped you. Show me where you have responded to your teacher's comments. Do you feel you have time for feedback to marking? When do you do it?		Choose a piece of work... Which part was the most challenging? Why? How did you decide that this was the right level of challenge for you? Give us an example of when you challenged yourself.	What helps you with your learning? What part of your learning do you feel most confident in? What do you do when you find things hard?
Notes of conversation: Feedback and Marking Challenge Attitudes to Learning			
Feedback (incl. any actions needed):			

Observations

Drop in observations by SMT reference appraisal targets, coaching goals and also link to teaching standards.

EYFS

Les Landes School's 9 Point Guide to Excellent Practice in the EYFS

The EYFS is a very important stage as it prepares children for their future learning and success. We adhere to the 2012 Early Years Foundation Stage Framework which is based on promoting children's safety and welfare, learning and development and partnership working with parents.

All young children are entitled to high quality educational provision so that they are helped to become confident, effective and independent learners.

At Les Landes the EYFS strives to ensure:

1. All children are treated as unique learners who are valued, included and safe. No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, social class, disability, gender or ability; inclusion is actively planned for and promoted.
2. Play is valued as a key way in which children learn. Children engage in adult-directed activities and in those which they initiate themselves. Children have time to investigate, to become engrossed and to complete activities.
3. The partnership between home and school is positively nurtured. The personal contexts of children's families, cultures and communities are acknowledged and valued. Practitioners build positive relationships with parents in order to work effectively with them and their children.
4. The curriculum is relevant, imaginative and stimulating. The curriculum is planned to ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through relevant, imaginative, challenging and enjoyable experiences.
5. Practitioners are effective, trained and knowledgeable in promoting challenging and enjoyable learning and teaching for young children. Implementation, provision and practice are coherent in their aspirations for excellence in promoting early learning and teaching.
6. The provision is purposeful, inviting and engaging. Indoor provision and resources encourage and challenge children to learn and grow in a carefully planned environment. Outdoor provision is available for learning and teaching in all areas of the curriculum. It enables children to learn by working on a larger, more active and exuberant scale than is possible indoors.
7. Planning ensures that all children make progress in learning based on steps towards the early learning goals. Planning is based on direct observations of children's interests and play
8. Assessment is an on-going and a continuous process. Assessment for learning is based on observing children and responding appropriately, based on the knowledge and understanding gained through these observations. Records are manageable, useful and purposeful in planning and are promoting continuity of learning.
9. Staff work cohesively as a team as the best partnerships happen when everyone respects and values the other's knowledge, expertise and experiences and are able to contribute these for the benefit of the child.