

The Dharma Primary School Ethos and Curriculum policy

This is a whole school policy and includes EYFS

1. Our core aims

- To guide pupils to develop mindfulness, kindness and understanding, and apply them in their daily lives.
- To provide a good academic education which enables children to develop positive learning dispositions, and be challenged in ways that accord with their needs and potential.
- To promote self-esteem by teaching emotional literacy and problem-solving skills, enabling children to reflect and learn from all their experiences and through that, to transform conflict.
- To constantly strive to create a nurturing environment in which positive, respectful relationships are developed among and between all tiers of the school: children, staff, parent community and trustees.
- To give students positive experiences of Nature and the outdoors, inspiring curiosity, wonder and respect for the environment.

We would like our students to leave our school with a 'good heart', sound ethical values and a sense of responsibility combined with the academic and social skills that enable them to make a successful transition into secondary education. We hope our students will go on to act in ways that benefit themselves, their community, society and the world at large.

2. Our Approach

2.1 Our Buddhist ethos and education at the Dharma Primary School

The Dharma Primary School has an approach to education that promotes the development of loving-kindness, self-awareness and respect for others. All staff are encouraged to take care of their own physical and emotional well-being and develop their own meditative practice, in order to be able to model mindfulness for their pupils.

The Buddhist ethos is integrated into the school day and these are some of the ways this is achieved:

- *regular, age-appropriate meditation practice and reflective discussion, to familiarise students with their inner world of thoughts and feelings;*
- *teaching, discussion and reflection on basic Buddhist principles, such as the five precepts and the four Noble Truths, so that students develop understanding of how to live wholesome lives. (The school precepts are written on page four)*
- *using songs and chants to promote Buddhist values and strengthen community spirit and involvement;*
- *introducing Buddhist teachers (such as monastics and committed lay teachers) to the school and its community, providing opportunities for interaction with the visitors for students and the wider community;*
- *introducing students to a physical meditative activity, such as the practice of mindful walking, yoga or T'ai Ch'i, to promote mind-body awareness as well as coordination, balance and good physical health;*
- *promotion of positive qualities and ethical values by studying appropriate stories, biographies and mythologies as well as exploring themes in role play and drama; and,*
- *short periods of mindful eating practice as a way of valuing food, interconnectedness and the present moment.*

2.2 School Puja

The weekly whole school puja is an important event that contributes to the sense of community and establishes the tone of the school. All members of the school community are invited to attend.

In Buddhism, the word 'puja' means a devotional act or ceremony, and the whole school pujas combine focusing on the children's work and school activities with a spiritual element which links us back to our Buddhist ethos. For example, the puja takes place in front of a shrine and generally contains a meditation or a chant for well-being. Our pujas usually contain some or all of the following:

- *meditation*
- *activity – role plays, poems, stories, songs, or some aspect of children's work*
- *chanting*
- *school news*
- *talks from the Head Teacher, Buddhist representatives or other educational/spiritual visitors*

Daily puja also occurs in each class on all other days. The activities conducted during daily pujas generally focus on a PSHE (personal, social and health education) topic or a Buddhist theme often related to an issue in the school or classroom, such as respect for others, taking responsibility for your own thoughts, feelings or actions, self-reflection, change, dealing with difficulties or caring for others.

2.3 Promoting mindfulness in thinking, feeling and action

One of the main aims of The Dharma Primary School is to develop and promote mindfulness. It is through mindfulness that students learn to behave ethically, to show respect and compassion to other beings and to develop the qualities of acceptance, patience and honesty.

To help children develop these qualities we endeavour to create an environment within the school in which:

- *each student feels secure, happy and free to express themselves naturally without fear of recrimination or punishment;*
- *all members of staff, teaching and non-teaching, display the qualities we wish the students to express;*
- *students are helped to work with difficult or challenging mind states that interfere with mindful action; and*
- *all situations can be viewed as opportunities to practice mindfulness .*

2.4 Discipline and Self-Regulation

Discipline is understood as a quality students need to develop in the form of mindful self-discipline rather than something to be imposed through rules and regimentation. It is also recognised that, as children move up the school, they develop and new forms of cognitive understanding emerge.

Self-discipline, which aids the development of self-regulation, can be promoted by helping students understand how all members of the school community depend on each other and that by considering others they will receive consideration in return. In addition, it is important to understand how routine and repetition of positive habits can have lasting impact.

When a pupil's behaviour indicates anxiety, anger or fear in any of their forms and becomes disruptive or offensive to others, teachers are expected to investigate the likely source of the student's disturbance as outlined in the School's Anti-bullying and Behaviour policies.

As mentioned elsewhere in our policies, it is understood that inappropriate behaviour has a cause, and it is important to consider that there are many causes, and not to readily apportion blame. In keeping with our ethos, staff are mindful of staying with the facts of the situation.

2.5 The school community

The general culture and atmosphere in the school creates a background against which all learning takes place. In this sense the whole school community acts like a sangha: a community committed to upholding the school's values through individual practice and example.

All families in the community that is this school are expected to follow the five Buddhist precepts and sign to this commitment on registering their children with the school or on undertaking employment at the school.

A strong emphasis is placed on establishing a sense of community through events that promote common understanding in the context of a Buddhist ethos, such as weekly puja, festival days, grounds' days and school concerts. These are a key part of the life of the

school, and on some of these occasions staff and students work closely together on presentations that reflect the work of the classes and the school's aims.

The Five Precepts for our School and Community

I will not intentionally harm people, animals and plants, and any part of our school environment, caring for them in a way I would like to be cared for myself and looking after the school in a way I would like my own belongings to be looked after.

I will not take things that belong to others, trying to remember to ask before borrowing, and to share when appropriate.

I will try to be caring towards my friends and be respectful at all times even to those who are not my friends.

I will try to say things that are honest and truthful and be careful in regard to my speech and voice.

I will try to keep my body fit and healthy and my mind calm and clear by following that which brings goodness and happiness.

3. The Dharma Primary School – a holistic curriculum

The school offers a broad and balanced curriculum that enables students to access different areas of learning. Our curriculum is informed by the National Curriculum but not constrained by it.

The school offers academic subjects but also emphasises lifelong learning dispositions or habits of learning (from the Building Learning Power framework). An embedded creative approach to learning, as well as an acknowledgement of the importance of creative subjects informs our approach. The school also places value on healthy physical development, as illustrated by the presence of Forest School in our curriculum.

Buddhist understanding and wisdom provides a framework around which many subjects can be studied and interpreted and the reflective quiet that can arise from meditation helps students adopt a calm and focused approach to study.

3.1 The Curriculum

3.1.1 Early Years curriculum

In the Early Years the school follows The Early Years Foundation Stage, which is the first stage of the National Curriculum. The Buddhist ethos and aims of the school underpin our work within this framework, supporting the learning, development and welfare of children aged from three until the end of the reception year.

The Early Years Foundation Stage, (EYFS), has seven areas of learning and development: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Each area of learning has early learning goals, which set out the knowledge, skills, understanding and attitudes which it is hoped the children will reach by the end of the reception year. The learning areas are implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Teachers respond to each child's emerging needs and interests, and guide their development through warm, positive interaction.

We actively support and encourage children to develop the skills and positive attitudes needed to become effective learners, recognised within the EYFS as the Characteristics of Effective Learning:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In our nursery class we also pay close attention to children's levels of well-being and involvement, and use the Leuven Scales as a monitoring tool to assess this.

3.1.2 The Curriculum from Year 1 to Year 6

Subject areas

The curriculum is organised into the following subject areas and is often covered by a thematic or topic approach through which different subjects are integrated into the topic of study.

Literacy/ English
Mathematics

Drama/stagecraft
Physical Education including MMM*

MFL

Science (incorporating religious education, history and geography) craft and Design	PSHE Education Music	Humanities ICC Forest School	Art,
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* MMM is mindful movement, incorporating yoga and expressive dance with music

3.2 The Teaching and Learning of Skills in the Curriculum

The acquisition of skills in the curriculum allies with the overall ethos and aims of our school, (see earlier.)

At the Dharma Primary School, we aim to develop:

- thinking/cognitive skills,
- skills in learning and metacognition, and;
- personal and affective skills

3.2.1 Thinking/ Cognitive Skills

The ability to think in all sorts of different ways is a key competency and central to education. There are many ways of delineating thinking skills, to include the ability to:

- reason
- think creatively
- reflect on the essential questions of human existence
- learn to challenge and question propositions and theories
- develop and test hypotheses
- develop critical thinking skills and the ability to differentiate between fact and opinion
- solve problems
- make informed decisions
- think analytically
- transfer learning to new situations
- imagine places, times and situations different from one's own

Some of the skills listed above are a synthesis of several skills and span the whole area of skills learning. These skills are all taught either in discreet subject areas or more generally and in a cross-curricular fashion.

3.2.2 Skills in Learning and Metacognition

Skills in Learning include those that are subject specific;

- literacy (reading, writing, conversing, comprehension, listening, developing a love of literature, and so enabling cultural, intellectual, social and spiritual development)
- mathematical skills (numerical, spatial and practical - developing the ability to think and solve problems mathematically in a variety of situations using number and the number system, calculations, problem solving, practical applications, measurement, shape and space, and handling data)

- information and communication technology
- modern foreign language skills (listening, speaking, reading, writing French or Spanish)
- scientific skills (observation, enquiry, discussion, use of technology, environment - developing an enquiring mind and a scientific approach to problems)
- physical skills (coordination of mind and body - developing agility, physical co-ordination and confidence through movement in physical education)
- aesthetic and creative skills (communicating knowledge, feelings and ideas through various art forms)

Metacognition, 'Learning to Learn'

The school and nursery use core ideas from the 'Building Learning Power' framework to develop these lifelong learning skills or dispositions. The school works on several dispositions as a whole school, so all classes are developing those skills simultaneously. After some time of working to develop the skills within the class, the whole staff meet to review progress and decide on next steps.

Twilight sessions are also offered to support teachers in experimenting with innovative ways of embedding these skills.

One formulation of these learning dispositions is given below:

Positive Learning Dispositions			
Resilient	Resourceful	Reflective	Reciprocal
Curious (proactive)	Questioning ("How come?")	Clear-thinking (logical)	Collaborative (team member)
Adventurous (up for a challenge)	Open-minded (‘negative capability’)	Thoughtful (Where else could I use this?)	Independent (can work alone)
Determined (persistent)	Playful ("Let's try ...")	Self-knowing (own habits)	Open to feedback
Flexible (trying other ways)	Imaginative (could be ...)	Methodical (strategic)	Attentive (to others)
Observant (details / patterns)	Integrating (making links)	Opportunistic (serendipity)	Empathic (other people's shoes)
Focused (distractions)	Intuitive (reverie)	Self-evaluative ("How's it going?")	Imitative (contagious)

3.2.3 Personal/ Affective Skills

In line with the school's aims and ethos, learning interpersonal skills, self-reflection and emotional literacy is central to the curriculum. The Buddhist ethos requires an understanding of the way we are as humans, what motivates us and how we can work with the precepts in our school life.

There is a strong overlap with the previous section on positive learning dispositions as several of these are also personal skills; for example, empathy, attention to others and self-knowing.

As part of personal development, we aim to develop the following skills whilst pupils attend the Dharma Primary School:

- communication in its many facets
- moral and ethical decision-making
- physical, emotional, mental, social and spiritual aspects of health (PSHE)
- moral responsibility for self, shared environment and the wider aspects of the natural and social community
- respect, self and other
- social skills and behaviour
- skills for living and working with other people, nature and the nation
- integrity and responsibility
- personal character
- perseverance
- national identity

3.3 Outdoor Learning as part of the ethos and curriculum

3.3.1 Introduction and Rationale

The outdoor environment has unique characteristics and features and is proven to have a positive impact on children's well-being and development. Additionally, it supports the development of healthy and active lifestyles, offering children opportunities for physical activity, freedom and movement. In line with our ethos, outdoor learning promotes a sense of confidence and well-being and provides opportunities for developing harmonious relationships with others, through negotiation, taking turns and cooperation.

Within the Buddhist ethos of our school, opportunities for outside learning can perfectly underpin and mirror the fundamental concept of interconnectedness and a respect for all living things, and encourage awareness and understanding in children about their responsibilities towards the planet.

3.3.3 The Provision

The school recognises that children need the support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning. We therefore choose staff with this enthusiasm and interest and an understanding and appreciation of the outdoors is a core part of our school aims.

Outdoor learning is enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways. An approach to outdoor learning that considers experiences rather than equipment places children at the centre of the provision being made.

Pupils experience the outdoors in the following contexts:

- Forest School
- The Wild Garden
- The wider school grounds including the tree house and the vegetable beds
- On school trips to an array of locations
- Ladies' Mile nature reserve in the immediate locality
- The local play park

3.3.2 Skills in Outdoor Learning

Outdoor Learning supports the development of many skills, specifically;

- Independent Learning
- Investigative Skills
- Skills in questioning
- Life-long learning habits such as determination, adventurousness, collaboration and curiosity

The curriculum provides safe and supervised opportunities for children to experience new challenges, assess risk and develop the skills to manage difficult situations. The Forest School programme supports the development of children's creativity and problem-solving skills; provides rich opportunities for imagination, inventiveness and resourcefulness; gives children contact with the natural world and offers them unique experiences, such as direct contact with the weather and seasons.

3.3.3 Curriculum subjects taught in the outdoor context

As part of our commitment to outdoor learning, teachers are encouraged to teach curriculum subjects in the context of being outside. Sometimes, this is formally noted down, for instance, Rainbow class do 30 minutes of mathematics at Forest School when they go. Sometimes, it is a more spontaneous decision by the class teacher, which is supported by the overall ethos.

3.4 Fundamental British Values in the Curriculum

The Prevent strategy defines British values as:

- Democracy

- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

In the curriculum, we cover these areas in a holistic and cross-curricular way. This includes:

- Debating sessions and teaching persuasive writing (during English lessons)
- An exploration of democracy during PSHE lessons
- Self-directed activities (collective decision-making) in many lessons
- Children learning about the importance of having rules and how these relate to laws, during PSHE lessons and pujas/assemblies
- Physical Education lessons where we promote 'fair play', following and developing rules and being magnanimous in defeat.
- Clear rules for internet usage which have been discussed and developed in collaboration with pupils
- Stories with a moral message for eg. Buddha at bedtime, stories about good friends etc.
- Discuss how to exercise personal freedoms and rights during PSHE
- Teach pupils about online safety through pujas and through lessons, to keep themselves safe online whilst they exercise their rights and personal freedoms
- Introduce and teach topics encompassing different world religions, their festivals and celebrations
- Allow children to gain a greater understanding of religious diversity and practices – actively promoting diversity through, for example, organising educational visits to different places of worship around Brighton
- Use class and school pujas to raise and discuss issues of bullying and prejudice.

3.5 Curriculum Planning

3.5.1 Planning in the Early Years

In the Sunflower and Rainbow Classes, yearly plans outline a structure of open-ended themes which provide a rich and varied programme throughout the year. Teachers carefully listen to children and observe their achievements, behaviour and preferences, and then plan to provide a balance of adult-led and child-initiated activities which will support their learning and development appropriately.

3.5.2 Plans and schemes of work, years 1 - 6

The head teacher is responsible for developing or overseeing development on policies and guidelines in the individual subject areas and for working with teachers to make sure there is up-to-date documentation in place covering the following for each subject area/topic:

- a yearly/two-yearly plan overview (long-term curriculum plan)
- schemes of work giving a half-termly overview
- medium-term plans, with lesson objectives for each lesson and space for annotation ('how did it go?' etc.)
- further guidelines

- 2-weekly, daily and/or lesson plans

3.5.3 Differentiation

All teachers plan differentiated lessons for their class in order that all pupils are engaged and progress.

We have a great range of pupil ability and most classes have two year groups: teachers vary their teaching methods to cater for this. There are many methods to differentiate, including differentiation by task, by resources (including time), by questioning and by outcome.

Teachers involve teaching assistants and the school SEN staff in assessing children, developing and following individual educational plans (IEP's).

Teachers also plan enrichment or extension for children who need further challenges and are most able in particular areas. Please see the SEN policy for further details.

4 Assessment and Reporting

4.1 Assessment and Reporting in the Early Years

When a child enters our nursery the assessment process begins with the collection of observational notes, photographs and videos. We store these on "Tapestry", a secure on-line learning journal, which allows us to record, track and celebrate children's progress, and share these experiences with parents. Formative assessments accompany each observation, showing which age band from the EYFS areas of learning and development a child has achieved through the activity shown. We also often record which Characteristics of Effective Learning have been evidenced, and children can also be assessed for their levels of well-being and involvement using the Leuven Scales. At the end of each term teachers use Tapestry to review each child's progress and identify 'Next Steps' to move their learning forward. Parents are invited to 2 Parent/Teacher meetings per year to discuss their child's progress. When children leave the nursery we complete a transfer document, which is a written report detailing their progress in the 7 areas of learning and development, and their achievements within the Characteristics of Effective Learning. This is shared with parents, and passed on to the child's next teacher.

When children enter the Reception year teachers continue to add to their Tapestry Learning Journal, review progress and share with parents in the ways outlined above. At the end of Reception we complete an EYFS Profile for each child, which is a summative assessment required by law, detailing their achievements within the 7 areas of learning and development. This is shared with parents, together with a more personal written report. After the completion of this report, parents are invited to a further meeting to discuss it.

4.2 Assessment and Reporting, Years 1 to 6

4.2.1 Rationale

Pupils are assessed for a variety of reasons including:

- ensuring that the school is providing targeted, individualised learning for each pupil;
- identification of special educational needs and children identified as ‘most able’;
- enabling nuanced conversations about pupils’ understanding of topics and areas of learning so that they can appreciate their own progress, their learning and how they learn;
- monitoring progress through the school as a whole, looking at specific subjects and year groups in order to improve our provision;
- reporting and informing pupils, parents, teachers and other interested parties of progress, strengths and areas for improvement;
- supporting transition, particularly between from KS2 to KS3; and
- demonstrating the success of our approach.

4.2.2 How the school assesses

The following are the main ways the work and progress of students are monitored and assessed:

- *Formative Assessment*
Formative assessment, or assessment for learning (AfL) gives feedback to the teacher to enable her (or him) to improve and tailor learning. It helps pupils identify their strengths, areas for improvement and encourages independent learning. Examples of approaches used at school are:
 - ‘think, pair, share’
 - Questioning strategies
 - Plenaries where the children reflect on their learning
 - Peer and self-assessment
 - Observation of activity and work completed
 - Explicit objectives for the learning session and knowing what being successful in the session means

Formative assessment is about both the learner and the teacher being aware of where learners are in their learning, where they need to go and what they need to do to get there.

As part of our overall ethos, the *feedback and marking guidance* celebrates learning rather than performance or ability and is designed to foster and encourage self-belief. It is therefore formative. Please see appendix 2 for our *feedback and marking guidance*.

- *Summative assessment or assessment of learning*
Although the school does not run SATs tests either in year 6 or year 2, our pupils are assessed summatively, using published assessment schemes.

Specifically pupils in years 5 and 6 are taught and prepared for end of KS2 assessment tests in English and Maths, through practice papers and past tests. This forms part of the transition data which we give to senior and secondary schools at the end of year 6.

The Assessment Calendar is given in appendix 1 and this details some formative and all summative assessments throughout the school year.

4.2.3 Keeping parents informed, years 1-6

The school places emphasis on teachers being accessible to parents to discuss their child's work, progress and any concerns they may have.

Individual meetings between parents and class teachers are held twice a year to report on and discuss their child's work and progress. There is one in the Autumn term and one in the Spring term. More regular meetings may take place with parents of children with IEP's and the SENCo may input into these.

Parents receive comprehensive written reports at the end of each school year. These give a thorough assessment of their child's progress throughout the year and details their achievements, strengths and areas for development.

Whole class meetings are held in the Autumn term to aid settling in to the new academic year both for the children and parents. Information is shared with parents about the curriculum and class activities.

Feedback from parents about the school and their child's experience is invited regularly through questionnaires, informal chats and in meetings.

5 Monitoring and review

The head teacher will report to the board of trustees on this policy and its implementation. In particular, the head teacher will report on areas identified for improvement, mock SATS results and parental feedback. There is a nominated trustee with oversight of this policy.

Person Responsible for reviewing this policy	CE/Head
Date Ratified by Trustees	12/17
Date of last review	10/16
Date of this review	11/17
Date of next review	11/18

Appendix 1

The Dharma Primary School The Assessment Calendar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sunflower	<ul style="list-style-type: none"> Ongoing observations and formative assessments using Tapestry (continued throughout school year) 	<ul style="list-style-type: none"> Summative assessments using Tapestry 'Snapshots' 	<ul style="list-style-type: none"> Ongoing observations and formative assessments using Tapestry 	<ul style="list-style-type: none"> Summative assessments using Tapestry 'Snapshots' 	<ul style="list-style-type: none"> Ongoing observations and formative assessments using Tapestry Check of numeracy skills 	<ul style="list-style-type: none"> Summative assessments using Tapestry 'Snapshots' Transfer Documents
Rainbow – Reception (continual AfL feeding into the planning cycle and ongoing classroom observations recorded in Tapestry)	<ul style="list-style-type: none"> Initial sound and number recognition (0-20). (Twinkl) Ongoing Hamilton maths assessments. 	<ul style="list-style-type: none"> Initial sound and number recognition. Ongoing Hamilton maths assessments End of phase phonics assessment. (phonicsplay) Summative assessments using Tapestry 'Snapshots' 	<ul style="list-style-type: none"> Ongoing Hamilton maths assessment The beginning of weekly reading (recorded in school record book and home school diary) End of phase phonics assessment (phonicsplay) 	<ul style="list-style-type: none"> Ongoing Hamilton maths assessments weekly reading (recorded in school record book and home school diary) End of phase phonics assessment. (Phonicsplay) Summative assessments using Tapestry 	<ul style="list-style-type: none"> Weekly Reading. (recorded in school record book and home school diary) Ongoing Hamilton maths assessments End of phase phonics assessment (phonicsplay) 	<ul style="list-style-type: none"> Reports and final assessments of all areas of learning through the profile expectation. Ongoing Hamilton maths assessments End of phase phonics assessment.
				'Snapshots'		(Phonicsplay) <ul style="list-style-type: none"> Summative assessments using Tapestry 'Snapshots'
Rainbow – year 1 (continual AfL feeding into the planning cycle and ongoing classroom observations recorded in Tapestry)	<ul style="list-style-type: none"> Baseline phonic assessments(Phase 2/3) baseline maths assessments (Hamilton) Weekly reading (recorded in school record book and home school diary) PV/BLP Target Setting. Ongoing Hamilton maths assessments. 	<ul style="list-style-type: none"> PV/BLP Target review & resetting. Ongoing Hamilton maths assessments. Weekly reading (recorded in school record book and home school diary) End of phonic phase assessment. (Phonicsplay) Summative assessments using Tapestry snapshots 	<ul style="list-style-type: none"> Ongoing Hamilton maths assessments End of phase phonics assessments (Phonicsplay) Weekly reading (recorded in school record book and home school diary) 	<ul style="list-style-type: none"> PV/BLP Targets review & resetting. Ongoing Hamilton maths assessments End of phase phonics assessments (Phonicsplay) Weekly reading (recorded in school record book and home school diary) Summative assessments using Tapestry snapshots 	<ul style="list-style-type: none"> Ongoing Hamilton maths assessments End of phase phonics assessments (Phonicsplay) Weekly reading (recorded in school record book and home school diary) 	<ul style="list-style-type: none"> Reading Assessment, PV Targets review, Report writing, Weekly reading (recorded in school record book and home school diary) ongoing Hamilton maths assessments End of phase phonic assessments (Phonicsplay) Summative assessments using Tapestry snapshots

Mountain – year 2	<ul style="list-style-type: none"> Baseline phonic assessments(Phase 2/3) baseline maths assessments (Hamilton) Ongoing Hamilton maths assessments (tracking sheets) PV/BLP Target Setting. 	<ul style="list-style-type: none"> End of term Topic Review (AFL), PV Target review & resetting, weekly spelling tests (differentiated groups) – as needed reflecting phonic progress level 	<ul style="list-style-type: none"> Reading Assessment, Topic Review (AFL), weekly differentiated spelling groups as needed reflecting phonic progress level 	<ul style="list-style-type: none"> PV Targets review & resetting, Maths unit assessments (AFL), differentiated spelling groups 	<ul style="list-style-type: none"> Weekly differentiated spelling groups, maths units assessments (AFL) 	<ul style="list-style-type: none"> Reading Assessment, Topic Review (AFL),PV Targets review & resetting Report writing,
Ocean – year 3	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment

	<ul style="list-style-type: none"> chart for maths Self-assess for Behaviour for learning Baseline reading & spelling tests for Y3 Independent writing test 	<ul style="list-style-type: none"> Self-assess for Behaviour for learning End of term maths test Science quiz Independent writing assessment 	<ul style="list-style-type: none"> Self-assess for Behaviour for learning 	<ul style="list-style-type: none"> Self-assess for Behaviour for learning End of term maths test Science quiz Independent writing assessment 	<ul style="list-style-type: none"> Self-assess for Behaviour for learning 	<ul style="list-style-type: none"> Self-assess for Behaviour for learning End of term maths test Science quiz Independent writing assessment
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Ocean – year 4	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment chart for maths Self-assess for Behaviour for learning 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment chart for maths Self-assess for Behaviour for learning End of term maths test Science quiz Independent writing assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment chart for maths Self-assess for Behaviour for learning 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment chart for maths Self-assess for Behaviour for learning End of term maths test Science quiz Independent writing assessment 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment chart for maths Self-assess for Behaviour for learning 	<ul style="list-style-type: none"> Weekly times tables Weekly spelling test Ongoing assessment of independent/paired work in books Daily self-assessment chart for maths Self-assess for Behaviour for learning End of term maths test Science quiz Independent writing assessment
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<p>Lotus – year 5 (weekly spelling and mental maths tests)</p>	<ul style="list-style-type: none"> Blackwell Spelling age test Hertfordshire Reading age test. Wigan Maths baseline assessment Science end of unit assessment Humanities/ topic test - internal summative test Baseline ICC assessment- Yacapaca. 	<ul style="list-style-type: none"> Twinkl Comprehension-fiction assessment. CGP Maths assessment Year 5 part 1 - number and place value, calculations, fractions, decimals percentages. Science end of unit assessment Humanities/ topic test - internal summative test. 	<ul style="list-style-type: none"> Twinkl Comprehension-non-fiction assessment CGP Maths assessment Year 5 part 2 - measurement, geometry, charts and tables. Science end of unit assessment Humanities/ topic test - internal summative test. 	<ul style="list-style-type: none"> Twinkl Spelling, punctuation and grammar. Twinkl Maths assessment Year 5 part 1 - number and place value, calculations, fractions, decimals percentages. Science end of unit assessment Humanities/ topic test - internal summative test. 	<ul style="list-style-type: none"> Twinkl Comprehension-fiction and non-fiction assessment. Twinkl Maths assessment Year 5 part 2 - measurement, geometry, charts and tables. Science end of unit assessment Humanities/ topic test - internal summative test. 	<ul style="list-style-type: none"> Twinkl Spelling, punctuation and grammar assessment. Wigan Maths assessment. Science end of unit assessment Humanities/ topic test - internal summative test. Report writing for end of year report
<p>Lotus – year 6 (weekly spelling and mental maths tests)</p>	<ul style="list-style-type: none"> Blackwell Spelling age test. Hertfordshire Reading age test. Wigan Maths baseline assessment. 	<ul style="list-style-type: none"> CGP English SATs Practice Paper–reading test 1. CGP Maths SATs Practice Paper–paper 1 test A. Science end of unit assessment. Humanities/ 	<ul style="list-style-type: none"> CGP English SATs Practice Paper–reading test 2. CGP Maths SATs Practice Paper–paper 1 test B. Science end of unit assessment. Humanities/ 	<ul style="list-style-type: none"> CGP English SATs Practice Paper–punctuation and grammar test 1. CGP Maths SATs Practice Paper–paper 2 test A. Science end of unit assessment. 	<ul style="list-style-type: none"> CGP English SATs Practice Paper–punctuation and grammar test 2. CGP Maths SATs Practice Paper–paper 2 test B. Science end of unit assessment. 	<ul style="list-style-type: none"> SATs past paper- English reading, spelling, punctuation and grammar. SATs past paper- Maths Paper 1 and 2,
	<ul style="list-style-type: none"> Humanities/ topic test. Baseline ICC assessment- Yacapaca. 	<ul style="list-style-type: none"> topic test - internal summative test. 	<ul style="list-style-type: none"> topic test - internal summative test. 	<ul style="list-style-type: none"> Humanities/ topic test - internal summative test. 	<ul style="list-style-type: none"> Humanities/ topic test - internal summative test. 	<ul style="list-style-type: none"> Mental Maths. Science end of unit assessment. Humanities/ topic test - internal summative test. End of year report.

1. Rationale & Principles

We aim to ensure that all children receive feedback and have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment.

Key questions to consider for all feedback and marking:

- **Is the feedback / marking useful for the child?**
- **Does it move learning on?**

2. Key principles and guidance for feedback and marking:

- Regular verbal or written feedback will be given to children in a variety of ways, appropriate to their age and ability (e.g. verbally, in writing, or by use of symbols). Please see Key Stage specific guidance below.
- In English and Mathematics all children will receive ‘next steps marking’ at least once per week. The amount and type of detail recorded in children’s book will vary depending on their age and ability.
- Feedback and marking will be written or presented in a way that makes it as precise, accessible and meaningful as possible for the child. The emphasis will be on a child’s achievement and what the ‘next steps’ need to be in order for the child to further improve/ move on in their learning.
- ‘Next steps marking’ will include a prompt (e.g a reminder, a question, a scaffold or an example) to support the child to respond to the marking. These could be individual ‘next steps’, or ‘next steps’ for a group of children. Please see Key Stage specific guidance below.
- Response and improvement time is made available for children to read, respond to written comments and make improvements.
- Verbal feedback will be indicated on the child’s work by the symbol ‘V’. Verbal feedback has most impact when pointing out successes and improvement needs against learning objectives/success criteria. It is also useful when the feedback would be too complicated for the child to comprehend in writing.
- When a child is asked to edit their written work (for example part of a piece of writing) or to make a correction (e.g correction of a maths calculation) after the lesson they will do so in a way that makes improvements clear and obvious (e.g by use of a different colour pencil or pen).

- All marking will be positive, informative and constructive. The focus of the feedback will be the learning objective or agreed success criteria, or 'non-negotiables' such as spelling or punctuation (relevant to the child's ability) and agreed school presentation expectations.
- Spelling will be marked sensitively, but with a focus on mistakes not being repeated. A maximum of 3 spelling mistakes will be corrected or drawn attention to. Only spellings relevant to the child's ability level will be corrected. Children will be asked to practise writing the correct spelling of the identified word/s in their book three times.
- Punctuation mistakes will be inserted where omitted in the presence of the child, where possible, and with some discussion or modelling. Punctuation marks relevant to the child's ability level will be marked.
- Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, levels of attainment and the child's individual ability and will be used to inform teachers' records and reports to parents and carers.
- Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning, and support them to become increasingly independent in making improvements to their own work.

3. Key Stage specific guidance

Early Years

Feedback in EYFS is almost always given verbally. Any written comments are primarily for assessment purposes. Once the children are ready, marking may be used to draw attention to incorrect letter formation or key words/spellings (linked to the phonics stage that the children are at).

Key Stage 1

In Key Stage 1 a lot of feedback/marking will occur with the child, during or shortly after a task has been completed. We try to mark 'in real time' as much as we can, giving verbal feedback as we mark, explaining what we are writing, showing areas that are 'pinked' or 'greened', explaining why. Children will be expected to respond to 'next steps', in line with this policy, as appropriate to their age and ability. They may need adult support to do this.

Key Stage 2

As children move through Key Stage 2 they will be increasingly expected to respond in greater depth to feedback and 'next steps', as they become more independent and reflective learners.

4. Marking In Books

4.1 Who Marks?

Marking will usually be carried out by the teacher. However, in some circumstances Teaching Assistants may support the teacher with marking e.g. via marking mental maths test papers or providing children with instant feedback on their work when supporting them in a small group. The teacher remains responsible for marking and assessment of the children in their class.

Work may be self-marked to encourage independent learning through self-checking. Work may be marked by a peer to encourage both a supportive partnership and a more critical approach to learning by pupils themselves.

All marks and formative assessment comments will serve as a permanent record for the child. Marking may be shared with outside professional agencies and parents/carers during meetings in support of the child's education.

4.2 Marking Code

The staff use the pink and green method of marking. These principles remain the same whether the marking is diagnostic, end of task marking or is integrated feedback within a lesson.

Live marking refers to marking that is done with the pupils. This could be done in 1:1, as part of a group or in a whole class setting.

- Pink = "Tickled Pink" = things achieved or done well.
- Green = "Growth" = things that still need to be worked on.
- Black Pen= TEACHER COMMENT, with highlighted areas using above code.

4.3 Agreed marking symbols

IW, Independent work

WS, with some support given for task (brackets to denote who provided support)

1:1, close support

V, Verbal feedback (brackets denote who discussion took place with)

 ,Next steps

- Try again / answer to be corrected

4.4 Behaviour for Learning (BfL)

Pupils also can assess themselves at the end of a learning activity as to how they feel their behaviour has contributed to their learning as follows:

- 1, 'my behaviour was very helpful, I listened well, focused on task and was able to do my best'
- 2, 'I took a while to settle, but was able to change my behaviour so that it helped my learning, and me do some good work'
- 3, 'My behaviour has not been too helpful overall, I have needed several reminders to focus, but in the end I have tried. I think I could do better next time'.
- 4, 'My behaviour has not been very helpful. Despite lots of reminders I have not settled, or been able to do my best work.'