Teaching, Learning and Assessment

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1. TEACHING AND LEARNING

This policy is a statement of the aims, principles and strategies of teaching and learning at Bedlington Station Primary School. It lays the foundations for the whole curriculum, recognising that at the heart of good learning is effective teaching within any subject or social context. In line with the school's vision, the principles of teaching, learning and assessment at Bedlington Station Primary School will focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. These principles will assist whole-school planning and individual classroom practice. This policy will support the essential need to ensure that there is a shared understanding of the school principles across the school community and that there is a collaborative effort to implement these principles in ways appropriate to the specific school cohort.

This agreement was the result of a review in the spring and summer terms 2015-16 and developed through a process of staff development, discussion and consultation.

2. Key Principles

We believe that: -

- **teaching and learning is the central purpose of the school;**
- **effective teaching maximises the learning of all pupils;**
- **all our pupils have the capacity to learn;**
- **teachers are learners too.**

Appendix 1 sets out more specific details about our school approaches that lead to effective teaching and learning.

3. Key Characteristics of Teaching and Learning

3.1 The Learning Environment

In keeping with our school aims, we believe that the learning environment should positively support learning in all areas of a child's development and therefore should be organised so that: -

The learning environment created at Bedlington Station will be supportive and productive in promoting independence, interdependence and self-motivation. Teachers will build positive relationships with and value each pupil. Through teacher modelling and classroom strategies based on cooperation and mutual support, an environment will be created where pupils feel comfortable to pursue inquiries and express themselves.

Therefore, our learning environment should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school
- Reflect cultural and racial diversity
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT
- Remind children that they are working towards personal goals and targets in their learning

- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum
- Help raise self-esteem and confidence
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings
- Create an environment where children feel they belong and can foster a sense of pride within it
- Be safe and hazard free, both emotionally and physically
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- Promote an appropriate atmosphere for learning that reflects the school's vision and policies for Marking and Feedback; Display; and Behaviour
- Be well organised and uncluttered, using available space to best advantage

3.2 Core Attributes and Values

Pupils will follow the school's guiding principles and core attributes and values, (Communicative, Honest, Motivated, Aspirational, Independent, Respectful, Confident & Resilient, Accepting, Inquisitive, Caring & Empathetic), which incorporates taking responsibility for their learning and being prepared to pursue and try out new ideas.

3.3 Questioning

Teacher questioning will be open-ended and designed to promote depth and breadth of knowledge and understanding. Teachers will provide pupils with questions or challenges as the impetus for learning and encourage and support pupils to construct their own responses to such questions.

3.4 Reasoning and Challenge

Teaching will develop not only knowledge but ways of reasoning with evidence and the skills needed to successfully solve problems. Challenging tasks using guidelines and principles around greater depth and mastery will be considered when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, interpretation, analysis, evaluation etc. as might be evidenced in Bloom's Revised Taxonomy for example.

4. TEACHING

We believe that the whole school curriculum plan should secure appropriate coverage of the basic curriculum, and ensure that the pupils have a well-balanced, broad and progressive learning experience.
Medium and short-term plans should effectively influence attainment and progress. When reviewing planning, the following points should be considered.

The most effective medium term plans usually: -

- identify what pupils will be taught over a period of time (usually over a half-term);
- identify assessment opportunities;

- are based on broad assessments and targets;
- show evidence of progression;
- indicate a balance between oral and written work;
- indicate cross-curricular re-enforcement.
- show basic skills such as reading, writing and maths

The most effective short term plans usually: -

- identify specifically what pupils should learn (learning objective);
- show how lessons will start, continue and end;
- outline differentiated activities and groups in line with Emerging, Developing, Secure, Greater Depth;
- identify success criteria;
- identify any key questions and teaching points, including assessment opportunities;
- show how work might be extended or reinforced;
- show how staff will be deployed.

Short term planning is about teacher thinking, and for this reason is difficult to format. This means that some of the above may have been 'shorthanded' in some individual way. As long as the above issues have been thought through ('planned'), and good teaching and learning evidence this, teachers are free to adopt/adapt short term plans to reflect their own style.

5. DEVELOPING, EVALUATION & REVIEW (DER)

A judgement about whether teaching is effective will be checked against Teacher Standards and the progress being made by pupils.

At Bedlington Station it is expected that teachers have a deep knowledge of the curriculum they teach. As well as a strong understanding of the material being taught, teachers are also expected to understand the ways pupils think about the content, evaluate the thinking behind pupils' own methods, and identify pupils' common misconceptions. Teachers will understand that pupils develop at different rates and also learn new ideas more or less quickly and that they should be provided with the time, conditions and encouragement they need to learn in stimulating ways, and be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.

The effectiveness of teachers' knowledge and understanding will be demonstrated in planning and on the marking and feedback labels in pupils' books. Planning indicates the learning objective for each lesson. The learning objective makes it clear the knowledge and skill to be mastered within the lesson. Differentiated statements shown in planning and in pupils' books give prompts of how children will demonstrate varying levels of depth in their learning. To develop this, pupils will be expected to acquire component skills, practise integrating them, and know when to apply what they have learned. Pupils will develop not only the component skills and knowledge necessary to perform complex tasks, they will also practice combining and integrating them to develop greater fluency and automaticity. Pupils will be challenged and supported to develop deep levels of thinking and application. Learning tasks will be designed to encourage and support pupils to move beyond their current understanding and think more deeply about ideas and practice. Activities will be consistent with pupils' maturity and are designed to engage their interest and challenge them to succeed. It will be made clear to pupils what is expected of them, what they are trying to learn and why. Teachers will enhance motivation and purposeful learning by making clear to pupils the long-term outcomes expected from their learning.

5.1 Classroom Observation

Lesson observation, followed by feedback and discussion, is a valuable way of recognising and developing the work done by teachers. It is also a learning process in itself.

The observer can: -

- learn new things to support their own ideas;
- see how other people work, and reflect upon their own practice;
- confirm what is effective;
- suggest ways of developing and improving practice.

The member of staff being observed can: -

- expect support;
- expect to receive feedback to support their development and improvement;
- get a second opinion.

Observing lessons is not a one-way conversation where comments are conveyed from observer to observed. It is part of a professional dialogue to reflect on, support and develop effective practice.

5.2 Guidelines for classroom observation

Development is primarily about finding out what is going on. Evaluation is about how worthwhile those practices are in terms of pupils' outcomes (learning/progress). Classroom observation is about positively supporting teachers in making their practice more effective.

The observation process is further enhanced and supported by our additional DER procedures. These constitute informal drop-ins to look at planning, book scrutinies, Learning Ladders, teaching and learning or children's work as well as pupil questionnaires and listening to children read. They will usually be undertaken by a member of the Senior Leadership Team, (SLT), or by the Head Teacher. Successes and any points for development will be noted on a feedback form and discussed with the teacher. DER serves to inclusively underpin our school improvement and support the more formal observation process.

5.3 Looking at pupils' work

It is not always possible to observe teaching first hand. However, systematically examining samples of work will give further information regarding the levels of achievement and rate of progress over a period of time.
Where appropriate, we will look at the work of a minimum of 3 pupils per year group, (possibly to include a high, middle and low attainer), but also the books of the whole cohort if required, and review the quality, range and standard of work displayed in classrooms and around the school. We recognise that this will not give us an exact measure or answers, but we feel that it will indicate questions that we might ask, and highlight issues for discussion which, when analysed, could possibly lead to targets for improving practice/standards in some way.

We will consider whether: -

- the level of work, the amount of work, and the progress over time are about right, given the ages of the children and their starting points;

- the scope of work and the balance between consolidation, practice and more demanding thinking are appropriate;
- the work is appropriately challenging and rewarding for different abilities;
- neatness and presentation indicate both pupils' and teachers' pride and value in the work;
- teachers mark the work in helpful ways: they identify pupils' errors, and their written comments help pupils to know how to improve their work.
- teachers and pupils regularly check pupil targets and next steps identified in books to ascertain whether they have impacted on future standards and evaluate their effectiveness.

6. SUBJECT CO-ORDINATORS

Co-ordinators will

- take a lead role in policy development and the monitoring of progression and continuity in their area of responsibility throughout the school.
- support colleagues in their development and implementation of the medium term planning and in assessment and record keeping activities (progression of skills documents across Foundation Subjects)
- monitor progression in their area of responsibility and advise the Head Teacher of action needed.
- take responsibility for the auditing and updating of resources as necessary.
- keep up to date with developments in their area of responsibility and disseminate information to colleagues as appropriate.

7. ASSESSMENT

At Bedlington Station Primary School it is acknowledged that assessment practices are an integral part of teaching and learning. The primary purpose for assessment is to improve learning. Assessment provides all learners with the capacity to demonstrate what they know, value and are able to do and provides teachers with information that will improve learning. One of the principal functions of our assessment system is to identify pupils at risk of falling behind in terms of achievement. Assessments will arise naturally out of the teaching and intended learning of the curriculum. They will be carefully constructed to enable judgements to be made about pupils' progress in ways that contribute to on-going learning.

Our assessments are clearly linked to target setting for individual pupils, groups and cohorts. We acknowledge the need to ensure that pupils are on track to reach at least the national, expected standard for their respective year group by the end of the academic year. To achieve this, assessment will contribute to planning at a number of levels. Monitoring of pupils' learning will be continuous and encompass a variety of aspects of understanding and practice. Assessment criteria will be explicit and feedback designed to support pupils' further learning and encourage them to monitor and take responsibility for their own learning. We have a separate policy for feedback and marking.

The assessment system will enable teachers and school leaders to understand current and past pupil achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. The system also highlights specific groups within the cohort to ensure that there is no widening of an attainment gap. These groups include SEND children, Pupil Premium children and are also gender specific. School-wide evaluation processes

will enable school leaders and teachers to use all assessment information to better understand and improve pupils' learning.

At Bedlington Station Primary School we have made a change in assessment, from using levels, e.g. level 4 in line with the previous National Curriculum, to using the new curriculum objectives to make judgements to establish what children know, understand and can apply, (and to what degree), as well as what they need to do to move their learning forward (see RECORDING OF ASSESSMENT INFORMATION AND MAKING JUDGEMENTS section)

This has not changed the fact that our aim is to plan well, teach well, assess well and show progress but has altered in the sense that we are using different terms to make judgements matched to the new curriculum objectives, as previous National Curriculum levels no longer 'fit'.

8. FUNDAMENTALS AND KEY PRINCIPLES OF ASSESSMENT

We believe all assessment should:
- enable individual children to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that **every** child can improve
- help all children to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and children reviewing and reflecting upon assessment information
- provide feedback which leads to children recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- enable parents to be involved in their child's progress

9. RECORDING OF ASSESSMENT INFORMATION AND MAKING JUDGEMENTS

9.1 Formative Assessment

As a matter of course, teachers assess pupils' learning throughout all lessons. This is done in a range of ways including observation, discussion with pupils, questioning, marking, quizzes and scanning of work.
This helps pupils to measure their learning and understanding against learning objective and identify where they need to target their next efforts to improve. It allows teachers to understand pupils' performance on a continuing basis; to identify pupils who are struggling, when they have consolidated learning and when they are ready to progress. This allows teachers to provide appropriate support or extension as necessary. Formative assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. These assessments are completed on an ongoing basis and may be seen through annotated teacher planning, observation notes, feedback in pupils' books and through self/peer marking.

9.2 Learning Ladders

Assessments in reading, writing and maths, as stated above, are ongoing throughout the year (as/when appropriate, i.e. at a point where enough evidence is gathered to assess the child at a key judgement point). The assessment information gathered from this process is recorded on our assessment tool, namely Learning Ladders. Although this is a purchased product, the Senior Leadership Team, (SLT), and teaching staff have personalised the Ladders to suit the requirements of Bedlington Station Primary School.

The assessment foci are:
- broken into areas of reading, writing and maths to make it easier to see where the children are within a specific area, e.g. statistics in Maths
- progressive in nature to allow teachers to know where to take the children (at the appropriate stage for them)
- assessed using Emerging, Developing, Secure and Greater Depth (to allow for a final judgement to be made – see Summative section below)

9.3 EYFS
In Nursery and Reception, formative assessments take the form of:
- observations based on Development Matters using Tapestry (our online assessment tool) to predominantly record these
- questioning and interaction with the children during teacher led, planned and free learning through play opportunities

These are recorded in the children's individual Learning Journals, which then help to form the summative judgements (see below).

9.4 Summative Assessment

In-school summative assessments allow staff and leaders to monitor the performance of pupil cohorts and identify where interventions may be required to ensure pupils make sufficient progress and expected attainment.

These assessments provide pupils with information about how well they have learned and understood a topic taught over time and can be used to provide feedback on how they can improve. It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning.

In-school summative assessments take the form of termly testing, short end of topic or unit tests and reviews for pupils with SEND and those receiving Pupil Premium funding. These assessments provide pupils with information about how well they have learned and understood a topic taught over time and can be used to provide feedback on how they can improve. It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning. In-school summative assessments will also allow school staff and leaders to monitor the performance of pupil cohorts and identify where interventions may be required to ensure pupils make sufficient progress and expected attainment. Summative assessments can also be used to report to parents about achievement and progress.

9.5 National standardised summative assessment: at the end of Year 2, teachers will report their summative judgements in reading, writing, maths and science. This will be reported using the Performance Descriptors, which are:
- Working towards the expected standard
- Working at the expected standard

- Working at greater depth within the expected standard

The above also applies to writing in Year 6. In reading and maths, the children are assessed as to whether they have met the expected standard or not.

9.6 Nationally standardised tests: these assessments in reading, SPAG and Maths are completed during the month of May by all Year 2 and 6 pupils in the form of National Curriculum tests. The Year 2 tests are marked internally with a scaled score of 100 being 'average'. Years 6 tests are marked externally but using the same scaled score of 100.

Pupils will have the opportunity to engage as fully as possible in the teaching, learning and assessment process. Learners need to be able to connect new experiences to what they already know and can do. Therefore, learning experiences will be meaningful and involve pupils in both *doing* and *reflecting*. As part of the reflective process, pupils will be helped to make connections between apparently unrelated ideas and experiences and different areas of knowledge. They will learn to carry out relevant actions (do, imitate, plan, experiment, test, create, rehearse, make, choose, try alternatives) and reflect upon and make sense of the results of those actions (What does this mean? Why did that happen? Am I surprised by this answer? Does it make sense? How is this problem like others I have seen before? What worked? Why? How does this connect with other learning? Are these ideas related?) Teachers will emphasise the interconnectedness of knowledge, skills and values, both within and across different learning areas.

Final judgements are made on a half-termly basis, (collected by the Assessment Coordinator on the first Friday of the first week of each half-term) using our agreed judgement statements matched to the year group's objectives they are working within.

These judgements have been established and implemented within the Bedlington Partnership of Schools and are as follows:

- **Emerging**
- **Developing**
- **Secure**
- **Greater Depth**

See Appendix 2 for definition of terms

The children are assessed against the objectives of the year group they are working within. NB It is acknowledged that some children will leave their previous Year Group working at a standard less than Secure. Teaching in the next year Group must ensure exposure to the whole of that year's curriculum, as well as scaffolding and supporting areas of development from the previous year.

Across most year groups, children complete some form of testing:

- **Year 1:** half-termly Mock Phonics Screen checks
- **Year 2:** termly practice SAT papers in reading, SPAG and maths plus fortnightly Arithmetic test (Spring and Summer terms)

- **Years 3, 4, 5 and 6:** SAT papers in reading, SPAG and maths plus fortnightly Arithmetic tests (weekly for Year 5 & 6 children)

Years 1-6: the children complete a 'cold' (at the beginning) and 'warm' (at the end) piece of writing within a specific English unit.

It is agreed that should it be felt necessary to test more frequently then teachers are able to do so.

10. PROGRESS

Books, particularly, but not exclusively English and Maths books, are the key to demonstrating progress of individual children. In terms of tracking progress, we are currently working with an external professional consultant or School Improvement Partner (SIP) and as a Partnership of Schools to discuss and evaluate the optimum way of doing this across school.

11. MODERATION

Moderation of teacher judgements

Moderation of teacher judgements is an important component of our assessment system. Within our school, there are two broad purposes of moderation: **'Moderation for Learning'** and **'Moderation for Reporting'**. The two are complimentary and one is used to support the other:

- *Moderation for Learning* supports teachers within and across school/schools in developing a shared understanding of pupils' learning and shared expectations of pupil performance. It is closely aligned with the formative purposes of assessment. *Moderation for learning* focuses on teachers working together to reach an in-depth understanding of their pupils' learning relative to a broader group of pupils. This broader group may be pupils who are in the same year or pupils from across year groups. Our aim is to focus the moderation process more on learning (due to the change in the curriculum and the fact that children can only be working within the objectives for their year group or those of a lower year group), which will support teachers in refining their understandings of what their pupils know and what they need to learn next. Because moderation for learning is concerned with understanding learning at different depths of knowledge and understanding, it will be difficult to ensure teachers' judgements are highly comparable therefore teacher time will be used in analysing the different features of pupils' work and what that means for learning. Once in place, this will be carried out regularly (as required).

- *Moderation for Reporting* enables teachers to develop consistent judgements of pupil performance and is closely aligned with the summative purposes of assessment. *Moderation for reporting* focuses on those aspects of assessment where the school is required to be accountable for performance e.g. attainment at the end of the early years, phonics, end of Key Stage 1, end of Key Stage 2 and year on year progress. In order to accurately measure this progress, it is important that teacher judgements are comparable. When undertaking moderation for reporting purposes, the emphasis is on broad classifications of pupil performance (e.g. reporting performance in terms of achieving the standard), and ensuring teachers have consistent interpretations of these broad classifications.

In-school moderation of pupils' work will take place. This will give teachers opportunities for professional discussion around the judgements that they have made about pupils' learning against the current curriculum they are working on for their age. Accurate judgements on whether children are demonstrating basic, secure or deep understanding of the curriculum can be made by scrutinising and comparing pupils' work, comparing other evidence and

Moderation will take place between schools in the Bedlington Partnership with a specific focus on a given area of the curriculum; this may be facilitated by the Partnership Supervisor.

12. REPORTING TO PARENTS AND STAKEHOLDERS

At Bedlington Station we value the partnership role our parents have within the wider lifelong learning arena. Assessments will ensure that pupil progress and attainment is reported to parents in a useful and meaningful way that allows parents to play a full part in their children's learning; this includes the effective use of homework.

Parents are invited to attend Parents Evening in November for a 10 minute meeting with the class teacher. The teacher shares a range of targets for reading, writing, maths and any general targets, where appropriate. At these meetings, the parents are told where their child is judged to be working within the objectives for their year group.

Another 10 minute meeting takes place in March where the parents have access to the children's books coupled with an update in terms of where the child is at (whether they have made progress/are on track to meet their predicted target), areas of strength and targets.

In July, all parents receive a written (2 sided) report, informing them of areas of strength and areas for development across all areas of the curriculum, with a particular focus on English, Maths and Science. The parents have the opportunity to make an appointment to discuss their child's report if they wish. In addition, we have created a booklet entitled "A Parent's Guide to Assessment at Bedlington Station" which was distributed to all parents during academic year 2015-16 and again in 2016-17, and is available to view on our website.

In July, Year 2 and 6 parents also receive a copy of their child's SAT and TA results, accompanied with a breakdown of national averages from the previous year. Year 1 parents also receive a copy of their child's Phonics Screening result.

Learning Ladders is becoming much more embedded within our school. As of 2017, parents have access to their child's Ladders, therefore allowing them to see what they have achieved, areas of development and samples of work uploaded by the class teacher throughout the year. We have reduced the written content of reports to parents, which we did by the end of academic year 2016-17, using Learning Ladders as the means for parents to access information throughout the year, as well as at the end. This allows parents to access examples of their own child's work online and enables them easily to view where the child has been successful and also, in which curriculum areas further development may be required.

APPENDIX 1

Effective Teaching and Learning

In order to facilitate good teaching and learning as a school we commit to:

- Getting to know, valuing and having consistently high expectations of every pupil, irrespective of ability, race, gender, age or achievement
- Having a profound understanding of the school curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- Maintaining good discipline based on mutual respect, in line with our School Vision and Behaviour Policy
- Using a cross curricular approach to broaden and deepen learning
- Using long term curriculum plans to guide our teaching that detail what is to be taught in each year group
- Ensuring our medium and short term planning:
  - follows the agreed school format
  - is shared with the Support Staff linked to each class
  - includes information about tasks to be set, resources needed, the way children will be grouped;
  - is evaluated to inform future planning.
- Having clear learning intentions which are shared with and understood by the children (learning/success criteria)
- Using a range of organisational strategies and teaching methods to suit
- Employing a range of different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively;
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress

What does good teaching look like at Bedlington Station?

At Bedlington Station all staff aim to ensure that their teaching includes appropriate combinations of the following elements to ensure that all learners make good progress:

- Detailed planning that is appropriate to the needs of all pupils and is amended to meet the ever changing needs of the class in response to ongoing assessment
- High expectations of all pupils regardless of their ability
- Clear explanations
- Vigorous pace
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic)
- Teachers show secure subject knowledge across all areas
- An exciting, enthusiastic approach to learning which inspires, motivates and engages our children
- Clear focus through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve
- Good use of support staff and resources to support the children's learning.
- Positive behaviour management strategies that motivate and encourage pupils to respond appropriately and help create a climate for learning
- Opportunities for self-evaluation and reflection throughout the session
- A consistent approach in line with whole school policies and procedures
- Each and every child makes good progress in their learning, regardless of ability
- A relaxed yet purposeful learning environment
- Learning is linked to pupils' prior skills, knowledge and understanding
- The effective use of a range of effective questioning e.g. open and closed questions.
- Pupils encouraged to generate their own questions
- Information presented in short chunks, enabling pupils to maintain their concentration
- Good interaction and communication between children as well as adults and children
- Creative ideas are valued and actively encouraged
- High quality marking and feedback in a variety of forms ensures all children know how to improve their work further
- Appropriate, well prepared resources that engage the children in their learning
- Create an environment conducive to supporting a child's deeper exploration of a subject e.g. Mastery

What does good learning look like at Bedlington Station?

Pupils' Learning

We believe that pupils should have opportunities to: -

- have first-hand experiences;
- think, solve problems, and be involved in investigative work;
- communicate their findings in a variety of ways;
- work individually and co-operatively;
- take part in whole class and group projects/activities;
- learn the basic skills of literacy, numeracy and ICT/Computing;
- use ICT to aid learning;
- when appropriate, select their own learning materials and tools relevant to their task;
- make the most progress possible, according to their capability and potential;
- complete work in a given time;

- reflect upon their own work and that of others;
- take an active part in the assessment process in order to improve their work.

We challenge and encourage all our staff and pupils to be good learners. A good learner is someone who:

- Asks questions and joins in
- Is interested and doesn't give up if it is too difficult
- Gives others a chance to talk
- Is kind and helps others
- Appropriately asks for help
- Co- operates with others
- Takes a risk and 'has a go'
- Doesn't shout out or interrupt
- Enjoys learning
- Checks they have understood
- Can explain their thinking to the teacher and their peers
- Listens and respects what others think as well as sharing ideas
- Tries different ways to solve a problem
- Takes pride in their work
- Understands that everyone makes mistakes some times
- Works hard and finds learning fun

We expect excellent presentation of all pupils' work and have a separate policy for this.

APPENDIX 2

New Assessment Language and their Definitions

- **Emerging:** Pupils are beginning to develop a basic understanding of the objectives that have been taught.
- **Developing:** Pupils are showing an increased understanding of the objectives that have been taught.
- **Secure:** Pupils have a secure understanding of the objectives that have been taught, and consistently apply (independently).
- **Greater Depth:** Pupils show a deep and broad knowledge and understanding of the objectives that have been taught, and can apply their knowledge in alternative and unique ways (independently).