

# Teaching Expectations

*'We will give every child the opportunity to surprise us across the curriculum.'*

## **Teaching Input Expectations**

1. All whole class teacher input will be at Age Related Expectations.
2. Effective AfL strategies will be used continuously to assess understanding, including **staggered starts where appropriate.**
3. As children understand the objective, they can start independent work.
4. At this point, the teacher will refine their pitch to support children not accessing ARE.
5. As children understand the objective at this level, they can start independent work.
6. Children will not have set tables; they will sit where the resources are that best support their learning.

## **Teaching Reading**

1. Every morning between 9.00-10.00am there will be a one hour RW Inc or Guided Reading lesson
2. In KS2, teachers follow the teaching of reading model for reading (40 minutes reading /20 minute class text with vocabulary acquisition). All work will be recorded in guided reading books and De Bohun expectations for Feedback and Marking will be followed. Some children will not access this and will be following the RW Inc scheme.
3. In KS1, phonics will be taught using the Read Write Inc scheme
4. Teachers will record all assessments in their class reading file.

## **Teaching Resourcing Expectations**

1. All tables must have the necessary resources available for all pupils to achieve the objective.
2. All work must be available for all children in order that they can read just their learning journey within the lesson, independently.
3. Everest challenges must be available in every lesson in order to give all children the opportunity to excel. This must not be achievable in a short space of time.

## **English and Maths**

English and Maths should have equal weighting in hours taught across the week.

## **Marking station**

In every lesson children will have access to the answers or success criteria so that they can independently assess their work.

## **Magic 5**

In maths, reading and SPaG, children will not answer more than 5 questions correctly without moving on to the next mountain.

## Mountain boxes

Four boxes (red, yellow, green and blue) should be labelled and accessible to all pupils, containing the four different levels of work in all lessons.

Children **will not** be labelled as 'Mont Blanc' or 'Scafell Pike'. Children should be supported by an adult to decide which mountain is suitable for them on a lesson by lesson basis.

Mountain Model		
<b>Scafell Pike</b>	Working towards for SEN/EAL	
<b>Ben Nevis</b>	Working towards Age Related Expectations	
<b>Mont Blanc</b>	Age Related Expectations	All lessons to be pitched at this level.
<b>Everest</b>	Greater depth within Age Related Expectations (Mastery)	

# Feedback & Marking Expectations

## During the lesson

### Teacher input

1. Teachers and additional adults will mark **secretorially** in books every lesson. This will be done in green pen.
2. Teachers and additional adults will **highlight (green for growth)** substantial areas for improvement (such as – editing sentences, improving reasoning answers, explanations or recalculating sums) which the children will action **immediately** using their red pens. This must happen at least once a week.
3. Teachers will ensure that positive comments, stickers or stamps are used for good work or a great effort.

Conferencing	Reviews
Brief discussion at the point of learning (teacher highlights where to make amendments; child responds in red immediately - no need for teacher comment in green other than to acknowledge or correct the children's response)	Pupil may use a sentence starter to begin their review
Teacher may not have time to speak to everyone during a lesson so may highlight and make a comment so that the child knows what to do in order to improve. The child will always respond to this.	Pupil will make their own comment referring to what they have learned or what they have done well.
There may be times where a longer 'conferencing' session needs to take place. As this is assessment, it can be done in PPA but can also happen at other times during the day e.g. directed time (PE or assemblies)	Pupil will ask the teacher for help or to clarify something that they did not understand.

## **Pupil voice**

All pupil response to feedback, marking and review is in **red** pen. Teachers must ensure that they check children have marked accurately. Teachers must then ensure that they check the children's corrections.

## **EYFS**

Assessment criteria labels used in child friendly language.

## **KS1/2**

Pupil voice is imperative to developing children's independence. Children **must** make comments through reviews about their work at least once a week. These comments must include what they have learned, how they will use their learning in the future and how previous learning has supported their work. Comments using the 6 R's and British values are also acceptable. Please also refer to the Bloom's Taxonomy PowerPoint.

A brief acknowledgement of the pupil voice must be made.

## **Independent work**

Independent work is marked with an **'I'**. This can be used for whole pieces or sections of work.

# Homework expectations

**The purpose of homework at De Bohun is to provide stimulating and worthwhile activities that reinforce the learning that is happening in the classroom. Children should be able to complete activities independently.**

**Google Classroom is used across the school for homework.**

## **EYFS**

- Homework to be uploaded weekly (the same day every week)
- Teachers may use the stream on Google Classroom to upload class messages and write a few sentences about what the children have been learning that week
- Teachers **MUST** acknowledge any work/photos uploaded by the children
- Please remind parents that they can access e-books online

## **Pre-School**

- A book to share home weekly
- Nursery rhyme of the week (GC)

## **Nursery**

- A book to share home weekly
- One practical activity (GC)
- Sound of the week (GC in Summer term)

## Reception

- Phonics modelling/videos (GC)
- Maths activity attached the weekly power point (GC)
- Literacy activity attached to weekly power point (GC)
- WOW week homework during WOW week (GC)

## Years 1-6

- Homework will be uploaded every week on the same day.
- A folder named 'Homework' should be setup on Google Classroom at the beginning of the year and weekly homework put in to it.
- A few sentences describing the work and expectations for that week should be included on GC.
- Any children who do not have access to Google Classroom should be provided with paper copies or a school laptop.
- Year group homework will be the same.
- Please ensure that there are supporting documents in the Google Classroom homework folder. For example, number lines, times table squares, RWI speed sounds, alphabet mat, key words, year group spellings etc. paper copies should be provided for children who do not have access to GC.
- Please inform the parents when books will be changed and their Accelerated Reader library day.
- If you have any trips/visits coming up, please inform the parents using Google Classroom as well as by email/SZapp.
- 

## What am I required to send home?

	<b>Reading</b>	<b>English/Spelling</b>	<b>Maths</b>
<b>KS1</b>	<ul style="list-style-type: none"><li>• Reading book matched to phonic ability if on RW Inc.</li><li>• One book to read for pleasure (In Y1 this will be from the class library. From Year 2 this will be an AR book)</li><li>• One book for parents to read to the child</li></ul>	<ul style="list-style-type: none"><li>• Spellings using De Bohun format</li></ul>	<ul style="list-style-type: none"><li>• Y1: Number activity</li></ul>
			<ul style="list-style-type: none"><li>• Y2: Times tables</li><li>• My Maths online activity</li></ul>
<b>KS2</b>	<ul style="list-style-type: none"><li>• Reading book</li><li>• RW Inc. if on scheme</li><li>• One AR reading book</li><li>• One book to read for pleasure</li></ul>	<ul style="list-style-type: none"><li>• Spellings using De Bohun format</li></ul>	<ul style="list-style-type: none"><li>• My Maths online activity</li></ul>

## Can I send extra work?

Yes. If you would like to set additional homework activities then please do so but children must be able to complete the activity independently

# Assessment Expectations

## **The purpose of assessment**

We assess so that:

- Teachers continually assess what children know, understand and can apply to their work.
- Teachers continually plan learning opportunities that reflect the needs of all children.
- Teachers identify children who are falling behind and plan support to address their needs.
- Teachers identify children working at greater depth within their age related expectations and plan work to extend them further.
- Teachers provide parents with information about their child's learning.
- Teachers provide useful data for analysis, whole school planning and accountability.

## **Assessment at De Bohun Primary School**

### **Yearly:**

#### **Nationally standardised summative assessments**

- KS2 SATS
- Year 4 Multiplication check
- KS1 SATS
- KS1 Phonics Screening Check
- EYFS attainment

### **Baseline assessments**

Year groups will baseline all children against the end of year expectations. This ensures the new teacher has an accurate starting point for each child and can plan to meet the needs of their children.

### **Monitoring and Moderation**

Monitoring and moderation of books and assessments takes place throughout the year. This may be during an Enhancing Outcomes meeting with AHTs/SENCo, specific subject monitoring/moderation or as part of whole school moderation

## Target Tracker

De Bohun's internal data is collected by SLT in Enhancing Outcomes meetings. Teacher's summative judgements every term are recorded against the following criteria:

<b>S+</b> Working at greater depth within the expected standard - <b>Secure</b>
<b>S</b> Working at greater depth within the expected standard – <b>Beginning</b> (All yellow/most green)
<b>W+</b> Working at the expected standard - <b>Secure</b>
<b>W</b> Working at the expected standard– <b>Beginning</b> (All red/most yellow)
<b>B+</b> Working towards the expected standard - <b>Secure</b>
<b>B</b> Working towards the expected standard - <b>beginning</b>

Teachers judge the attainment of the children in reading, writing, spelling and grammar, maths and Science. At De Bohun, we expect that all children make progress. Teachers will also calculate percentages for ARE and key groups as indicated on the tracking grids. Pupil progress and data will be ascertained at enhancing outcomes meetings.

### Examples of assessment at De Bohun

<b>Daily</b>	AfL, staggered starts, mountain model, secretarial marking, highlighting (green for growth), individual or group conferencing.
<b>Weekly</b>	Conferencing (can be more in depth), highlighting (green for growth), editing and improving.
<b>Fortnightly</b>	Enhancing Outcomes Pupil Progress meetings, use of Mind the Gap tool, progress grids updated, discussion using TAFs, discussions around progress in books.

## Testing

There are a range of termly tests used by teachers to form part of summative and formative judgements. We currently use:

## Assessments and testing across the curriculum

Mathematics	English			Science
	Reading	Writing	Grammar, Punctuation and Spelling	
<ul style="list-style-type: none"> <li>Pre unit assessment</li> <li>End of unit assessment</li> <li>Through pupil voice</li> </ul> <p><i>(White Rose, Testbase etc)</i></p>	<ul style="list-style-type: none"> <li>Formative assessments – ongoing (recorded in Reading folder)</li> <li>Through pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Independent write (hot or cold)</li> <li>Discussion at EOMs</li> <li>Through pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Weekly spelling and dictation tests</li> </ul>	<ul style="list-style-type: none"> <li>Objectives highlighted at end of each unit</li> <li>Science tracking grid completed at end of each unit</li> <li>Through pupil voice</li> </ul>

## Timetable of assessments

### Year 1, 3 and 5

	Mathematics			Reading	
	Year 1	Year 4	Years 3-5	Year 1	Years 3-5
When and what do we use to assess?	Summer 1 NFER	Summer Times tables check	Autumn baseline Summer NFER)	Spring 1 NFER	Autumn 1 NFER (baseline)
			Autumn 2 based on TA and De Bohun & unit tests/CRINGE	Summer 2	Spring 2 (December) Spring NFER
			Summer 2 NFER	<b>Phonics:</b> September/April/June	Summer 2 NFER

### Years 2 and 6

Mathematics		Reading	
Year 2	Year 6	Year 2	Year 6
Baseline (previous SATs paper)	Baseline (previous SATs paper)	Baseline (previous SATs paper)	Baseline (previous SATs paper)
December (previous SATs paper and Gap analysis)	December (previous SATs paper and Gap analysis)	December (progress and gap analysis)	December (progress and gap analysis)
End of Spring 2 (previous SATs paper and Gap analysis) Teacher assessment moderation (maths books)	End of Spring 2 (previous SATs paper and Gap analysis)	End of Spring 2 (previous SATs paper - progress and gap check)	End of Spring 2 (previous SATs paper - progress and gap check)
<b>SATS in May</b>			





## **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A phonic screening test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

## **Reporting**

The school has a well-established system for reporting to parents. This consists of:

**Autumn Term** – Parents receive a report card detailing the child's attainment. Additionally parents are invited to attend a consultation evening where the child's progress and targets are discussed.

**Spring Term** - Parents receive a report card detailing the child's progress and attainment. Additionally, parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations.

**End of Summer Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year.

**Statutory Assessments** – all statutory assessments are reported to parents at the end of the academic year, included within the full written report in the Summer Term. This includes, EYFS attainment, KS1 Phonics Screening Tests, KS1 outcomes and KS2 SATS test outcomes.