

**KING EDWARD'S SCHOOL
POLICY DOCUMENT**

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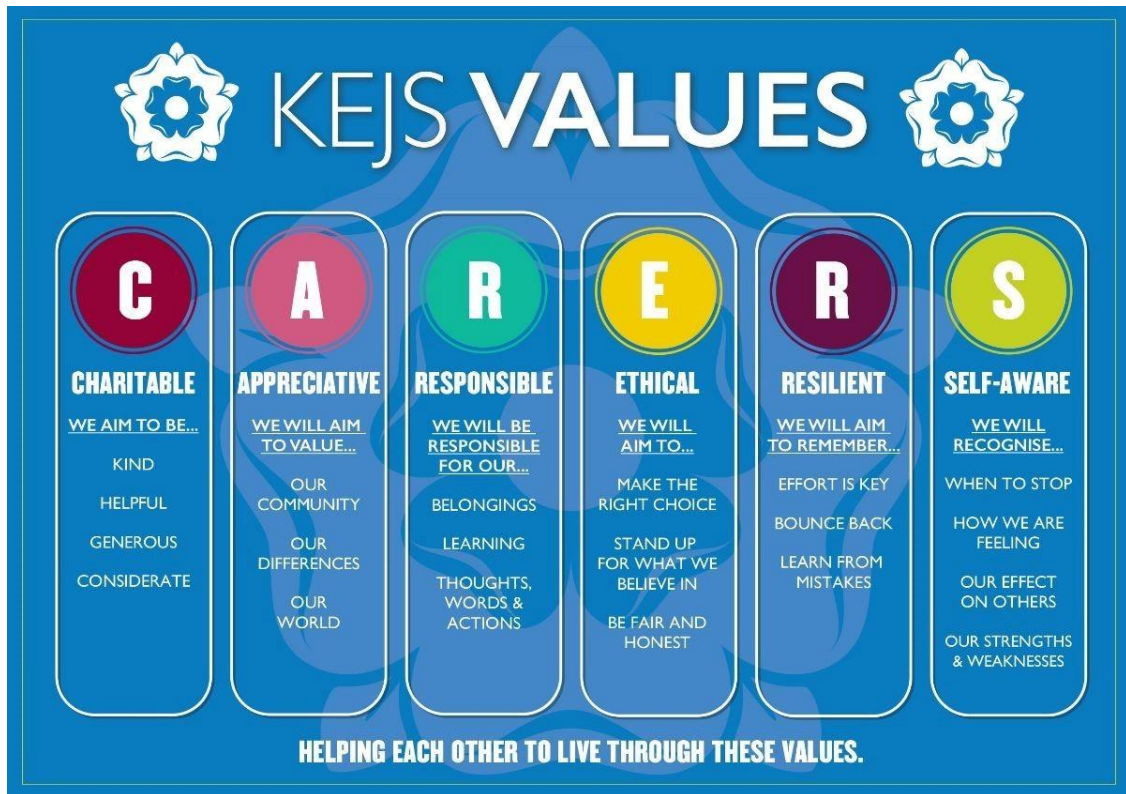
Aims and Philosophy

King Edward's Junior School is a selective school that caters for a wide range of abilities. Although not all children within the school are expected to achieve equally highly within every subject, we expect all children to learn and make good progress throughout their time with us. We have high expectations of the children and ourselves in all aspects of school life, but with the needs and capabilities of the individual in mind.

Our Curriculum aims to provide a high-quality education that considers the ages, aptitudes and needs of all pupils, including those pupils with an individual plan for learning. We believe that all children, regardless of age, gender, background, language and ability, have the right to a good education, which prepares them well for the opportunities, responsibilities and experiences of life in British society.

Careful planning of the curriculum, timetable and teaching activities enables all children to acquire depth in their speaking, listening, literacy and numeracy skills. The broad and varied range of subjects, activities and styles of learning also gives each child confidence within the linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative strands of education.

Teaching and Learning promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, through explicit teaching of these values through subject lessons, through PSHEE teaching and through other shared activities within the community. Respect for others and respect for ourselves is a foundation stone of our curriculum. Our school values, attitudes and learning behaviours underpin our teaching and learning.



Teaching and Learning

At King Edward’s Junior School, we believe that learning is most effective when a culture which values learning is created; a culture which celebrates academic success in all areas and draws support from all for the improvement of learning. This implies that teaching focuses on and accommodates preferred learning styles of pupils, sets achievable targets for all to ensure improved self-esteem and encourages independent development.

Children are expected to make progress during every lesson, topic, term and year, with the progress being clear to them, to their teachers and to their parents.

All teaching staff at KEJS work with a shared framework for effective teaching and learning. Our key principles of pedagogy state that highly effective teaching and learning is dependent on ten key principles:

KEJS PRINCIPLES



We believe that children learn most effectively when:

- They feel secure, happy and valued.
- They feel motivated and rewarded through praise, positive reinforcement and awards.
- There are excellent relationships between all members of our school community based on mutual respect.
- There is a purposeful, disciplined and happy atmosphere.
- They are surrounded by a stimulating and well-organised environment.
- They are encouraged to be independent learners with good levels of personal organisation.
- There are good quality, easily accessible and sufficient resources to meet needs
- There is effective planning with clear objectives.
- They are engaged in stimulating and relevant activity.
- There is a good balance of individual, group and whole class work.
- There is a range of activity and a variety of teaching strategies and styles.
- They are challenged appropriately with differentiation and target-setting.
- They are supported appropriately, whether individually or in small groups.
- There is strong parental involvement, encouragement and support in their child's learning.

The schemes of work for the core and foundation subjects are reviewed regularly by the subject coordinators. We believe these schemes of work reflect the depth and breadth of the curriculum, which is in keeping with a school of our standards and traditions.

We see it as our task to inspire children towards a lifelong love of learning and, to that end we recognise that we, as much as the children, are learners. It is our duty, as teachers, to seek

constantly to develop our own practice, to keep abreast of recent developments and research, and to seek to encourage our children to pursue knowledge.

Children are encouraged to think of mistakes as opportunities for learning. Wherever practicable, children are actively engaged in evaluation of their own work against clear criteria. Teachers apply the principles of formative assessment; 'Visible Learning' is integrated into lessons through planning and opportunities for formative assessment. We believe that mindset is as important for success as ability; children and staff are encouraged to share a 'growth mindset' and to approach challenges with confidence. This work goes alongside specific work on character education, which helps to create good attitudes to work and challenge (cf. EHWB Policy).

This document contains the following policies:

1. Structure of the Curriculum
2. Teaching and Learning
3. Planning
4. Monitoring and Evaluation
5. Assessment and Recording
6. Feedback, Marking and Presentation
7. Reporting and Communicating with Parents
8. Homework

Structure of the Curriculum

Subjects

The subjects taught at KEJS match those in the revised National Curriculum for Key Stage 2. The school follows a two-week timetable with five one-hour lessons each day. The number of lessons in each subject is listed below.

Subject	Subject Hours Per Fortnight Block			
	Year 3	Year 4	Year 5	Year 6
Art	2	2	2	2
Design Technology	2	2	2	2
English/ Drama	11	10	9	10
Games	4	6	6	6
History/ Geography	4	3	4	4
ICT	2	2	2	2
Maths	10	10	9	8
MFL (Modern Foreign Languages)	1	1	2*	2*
Music	2	2	2	2
Physical Education/Swimming	2	2	2	2
PSHEE/ Assembly	4	4	4	4
Religious Studies	2	2	2	2
Science	4	4	4	4
TOTALS	50	50	50	50

* Years 5 and 6 study one unit of French, Spanish and German every year.

Timetable

The timetable is organised into two weeks, A and B. Each week contains 25 equal lessons of 60 minutes. Subjects are taught using single lessons. Children in Years 4, 5 and 6 are divided into groups for maths and English where appropriate, but this is not according to ability. Children are grouped according to their profile as learners, matching individual children to teachers who can best encourage them to flourish. The timetable is planned by the Academic Deputy Head each spring, in conjunction with the Headmaster.

For further details, please see the [Staff Handbook](#).

Teaching Groups

Year 3 and 4 class are usually taught by their form teacher for more than half of their subjects. This is to provide the pastoral care and support which is needed at this age. However, some subjects are taught by specialist teachers to take advantage of the skill and expertise of the staff. This can vary from year to year depending on the staff involved but usually includes French, Music, PE/Games and ICT. There are two classes in each year of mixed ability. In Year 4, children have their maths lessons in groups, but they remain in their forms for English. This allows us to adopt the 'Mastery Maths' approach effectively.

In Years 5 and 6 the school accepts more pupils and the year group grows into three classes of about 16-23 pupils. Each class has a named form tutor who is responsible for their pastoral care and may teach the group several subjects. However, most lessons are taught by subject specialists. In English and Maths, the pupils are taught in mixed groups according to their learning style and overall confidence in the subject. Science, ICT, Art, Music and Design Technology are taught in fully equipped subject classrooms. In Years 5 and 6 the pupils also start to be introduced to Spanish and German, whilst continuing their study of French language and culture, in Modern Foreign Language lessons (MFL). These lessons are taught by subject specialists.

Schemes of work

The content of the curriculum is set out in the schemes of work which:

- describe the minimum content to be covered.
- follow broadly the National Curriculum guidelines, although the selective nature of this school results in accelerated programmes of study in some subjects. We reserve and enjoy our right to select content from a variety of sources that suit the needs of our children.
- serve as guidelines for our teachers to follow. They should not be strait-jackets. Valuable learning opportunities or experiences should be seized even if they are not detailed in the schemes of work.
- provide the basis of our medium and long-term planning to ensure continuity and progression throughout the school.
- outline cross-curricular opportunities where possible. We believe this to be of great value and seek to strengthen the links further between subjects.
- are in place to support teachers and their practice. As such, they are living, working documents and should be amended as we go along. They will be reviewed annually.
- highlight the key skills to be taught in each unit of work, as well as the core values and attitudes which link to the unit of work.

All pupils cover the same basic syllabus during their time at KEJS, but there is differentiation to ensure the needs and abilities of the individual are catered for. Differentiation may be by outcome, task, grouping, resource or support.

Differentiation by outcome is highlighted in the schemes of work where appropriate. Also indicated are activities where children have a choice of approach to their work. Children are encouraged, where possible, to choose the level of challenge in their work for themselves and set targets for themselves to achieve.

However, each subject should have a clear skills progression, showing the key skills to be mastered by each child at each level. This helps children, teachers and parents to understand what their next steps should be.

We take care to identify the specific learning needs and level of all our students. As such, our children should make above average progress from their starting points.

Coordination of the Curriculum within the Junior School

The Academic Deputy Head coordinates the curriculum throughout the school. The role is very much one of facilitation as well as leadership and management.

Key tasks include:

- management of whole school curriculum implementation, review and development.
- liaison with subject coordinators over school policies relating to teaching and learning.
- development of a broad and balanced curriculum and rational timetable.
- liaison with the Head over direction of academic development.
- management of assessment throughout the school, including the framework for tracking pupil progress.
- Work with Subject Coordinators and the JMT to deliver a broad, balanced inclusive curriculum.

Role of Subject Coordinators

Each subject has a named Subject Coordinator who is responsible for the coordination and monitoring of the subject across Years 3-6. In addition to normal teaching duties, coordinators are expected:

- To provide professional leadership and management in their subject across the Junior School.
- To have respect for and listen to the concerns of teaching staff and accept the responsibility for offering advice on teaching their subject.
- To monitor the work of all teachers in their subject and ensure appropriate academic standards are reached in their subject.
- To ensure the coordination of the subject throughout the school, making sure of progression in the subject.
- To review and update schemes of work, to ensure this 'living document' is never static.
- To organise and lead subject meetings.

- To attend INSET courses and encourage others to do likewise.
- To encourage the professional development of staff by promoting the sharing of practice and ideas within school and between schools.
- To manage the budget efficiently.
- To ensure the subject has a high profile across the school.

They are also responsible, in partnership with the Management team for liaising with the other phases of the school.

Year 6 Curriculum

Year 6 are prepared for Senior School Entrance exams. They sit the KES entrance exams in January. Towards the end of Year 5 some pupils are selected to be given extra support in English and Maths. These support groups are run once a week for 15-20 minutes. It allows teachers to focus on problems and misconceptions. Towards the end of Year 5 all pupils will also be set a verbal reasoning paper. Again, certain pupils are identified who need further support in this area. They will also be invited to join a support group run once a week during the autumn term.

After the Entrance exam, the Year 6 Personal Award Scheme is introduced. The pupils continue to have lessons as normal but throughout the spring and summer terms they are given a variety of curriculum-based challenges and tasks which allow them to learn and develop personal, creative and teamwork skills. This programme provides an opportunity for pupils to learn in a different context. This scheme is not solely based on the academic curriculum but also makes links to Citizenship, personal achievement and responsibility, and most importantly effort and commitment.

Planning

Curriculum planning follows the guidelines below:

- All planning should be related to the scheme of work.
- Learning intentions/objectives should be made explicit in planning and need to be shared with, and explained to, pupils.
- The learning task should be outlined and consideration given to differentiation.
- The success criteria should be outlined and children should be involved in formulating their own success criteria for any given task.
- Use of resources should be included in planning where appropriate.

Evaluation of the lesson should be made in a form aimed at informing future practice/learning. This could be formally, i.e. in a specific area on a planning sheet, or simply by writing over the planning. If evaluation of the lesson suggests changes to the scheme of work then these, if necessary, should be brought to the attention of the coordinator at subject meetings.

Subject Coordinators review the planning, and where applicable exam results, annually. Changes may then be made to Schemes of Work, any Professional Development needs are addressed, and

long-term needs are discussed with the Academic Deputy Head and Headteacher. Major changes may be added to the School Development Plan.

Good Medium-Term Plans:

1. Set out clearly the skills, knowledge, understanding, attitudes and values that will be taught over the term.
2. List the key activities to be taught, with differentiation as necessary.
3. List outcomes for the pupils, specifying those to be achieved by all, most or the most able children.
4. List key resources, including additional staff support.
5. List the topic-specific vocabulary that children will be taught.
6. Be evaluated as the topic progresses, so that the work can be improved next time.

Once medium-term planning is complete for each subject, an outline summary of the main objectives will be added to the termly cross-curricular topic plan. This is intended to help cross-curricular planning of literacy and numeracy opportunities in foundation subjects. It also permits the teachers to coordinate pupils' practice of domain specific skills and concepts in other contexts.

The outline objectives for each subject are summarised on one sheet for reference and so that parents can be informed via the Curriculum Statements, which are posted on the VLE each term.

Monitoring and Evaluation

The whole curricular focus of our school is to improve learning in all its elements. We monitor and evaluate to ensure we learn from our experiences. Monitoring and evaluation of staff takes place on an individual basis through Performance Management (Please refer to Performance Management policy).

On a whole school basis, monitoring and evaluation of pupils is undertaken by Subject Coordinators, the Academic Deputy Head and ultimately the Head teacher.

Departmental meetings occur regularly for the core and foundation subjects. These meetings ensure that Schemes of Work are followed, marking is informative and up to date, planning is structured and progressive and there is evidence of planning being changed to meet needs. Feedback on relevant INSET courses is also given.

Reviews of the cross-school assessments are regularly undertaken by the Academic Deputy Head and used in collaboration with class teachers and subject leaders to promote learning. Every half term, progress reviews are held to identify children who need support to attain at the expected level for their year group and those who need extension support at a higher level. The whole school SIMS database is invaluable as a source of information to ensure progress and it enables us to track individual, as well as school progress.

Individual pupils' progress is monitored through staff briefings and meetings, structured one-to-

one sessions between pupil and form teacher, recording of progress check grades, analysis of attainment records, comparison of 'hot' and 'cold' tasks, various points of contact with parents and a variety of more informal situations. We see it as our basic duty to really know each child and recognise that academic progress and performance is closely linked to emotional health and wellbeing.

Target-setting and Individualised Learning

King Edward's Junior School aims for an inclusive curriculum. This means catering for the needs of all children, whatever their ability in specific subjects. We aim to recruit children who demonstrate excellent potential for learning. We therefore teach a mixture of very academic and able children together with children with more specific areas of strength. Planning should provide opportunity for all pupils, supporting those who need it and stretching the most able. As previously mentioned, differentiation is used in subjects to cater for the needs of individual pupils.

Teachers monitor the progress of each of their pupils every term against the key objectives for their subject. Where children are falling behind in their progress against the key objectives, early intervention and support is intended to help each child to consolidate their learning.

Ways to ensure that children have attained their expected progress for that term are:

- Modifying planning to approach their learning in a different way, more suited to their learning style.
- Putting in place booster support groups for a limited time and with a specific objective that is measurable and achievable. These groups could be run by teachers or TAs, if the teachers remain responsible for planning these sessions. The booster groups should not take the children out of the target subject lesson but be timetabled during Foundation Subject lessons or during assemblies.
- Booster groups for pre-teaching topics as well as consolidating them.
- Changing children's learning groups or sets, according to specific learning style or gaps in understanding or teacher's teaching specialisms
- Putting specific learning opportunities to help groups of children into Enrichment Weeks, where more time and a cross-curricular approach is needed.

Curriculum interventions should be short, focused and have SMART criteria for evaluating success.

While teachers and TAs work through these and other differentiation strategies, they will observe the children and develop a more specific idea of any deeper need for specialist intervention. The advisory role of the SEND team is vitally important in raising the skillset of individual class teachers, improving their confidence when teaching children with difficulties and helping to plan alternative ways to overlearn.

The JS SEND Coordinator should be informed of any children who are of concern because they are struggling with the essential elements of their learning despite the interventions above. At this point, the teachers and Learning Support team may conduct diagnostic testing or focused support and interventions. Please see the SEND Policy for further details.

It is the responsibility of subject teachers and form teachers together to write and monitor the individual strategies for those children with specific learning support needs. Specialist SEND

teachers will support this and will write targets for those children receiving one-to-one support lessons.

Talented and Able Children

Teachers use the 'SOLO Taxonomy' and Bloom's revised taxonomy of thinking to plan inputs in teaching and learning. This approach helps to plan learning of sufficient challenge to extend all children. Medium and short-term planning should highlight activities designed to challenge pupils at the highest levels of thinking. A copy of this diagram is displayed in every classroom to make explicit to teachers and children the level of thinking in focus at any given moment.

Children who are identified as attaining significantly above the expected level for their age group will receive differentiated support to maintain and develop their level. Children who are attaining above the expected level in more than one area will be assessed against the criteria for talented and able pupils.

King Edward's Junior School attracts very able children and these students needs specific support and extension if they are to reach their potential. The use of reasoning tests helps to highlight able children who may not be attaining their potential in academic subjects. These children will also be assessed against the criteria for talented and able children.

Children who are identified as above will be closely monitored by form teachers and the Academic Deputy Head to ensure that they continue to make expected progress. They will be given a range of extension opportunities, both in lessons with their peers and in separate activities that are designed to stimulate their intellectual capacity, their self-awareness and their motivation.

Setting is used from Year 3 to Year 6 to allow the most able children to work with others of a similar learning style. In choosing groups for maths and English, the individual character and needs of each child are considered, so that they can work with peers and teachers who suit their profile. In English, children work in mixed-ability groups, while in maths, children are grouped according to their confidence, conceptual understanding and fluency with key elements of the curriculum. Children who are less able in specific areas of maths are sometimes grouped with children of a higher ability to improve their confidence and understanding through social learning.

Learning groups may be changed quite often during an academic year, as children show different strengths in different topics. Children are not divided into groups according to their test scores.

b) Handwriting:

Appropriate handwriting should always be used. Pupils should be taught the standard, joined handwriting style, although their personal style may diverge from this. Pupils should be asked to repeat work which does not meet the required standard. Early in the year teachers should highlight examples of good handwriting in a pupil's book and use this, with the pupil, as a standard against which to compare future work.

Children should write in blue pen in Years 3-6. Some younger pupils may write in pencil before progressing to writing in pen. It may be appropriate for pupils across the school to write in pencil for tasks and in particular subjects e.g. Maths.

Some children need to write in pencil as they continue up to Years 5 and 6, as part of their plan for learning support.

c) Overall standards:

- If there are blank pages this should be used for drawing and sticking in work.
- Work should be ruled off ready for the next piece of work.
- Any work that is stuck in should be trimmed and glued in appropriately.
- No doodling, stickers etc. should be allowed on the covers of books.
- Children should always have their own, appropriate equipment, including ruler, pen and pencils.

Pupil Feedback and Work Analysis

Research has shown that focused and timely feedback has an effect size of 0.70, having the power to accelerate pupil development. The purpose of analysing work and giving feedback is to reflect on learning, to motivate the children to address their next steps and to inform future teaching and learning. However, feedback needs to be immediate and focused on the learning objectives, so it is preferable to give focused, verbal feedback based on clear objectives rather than spending a lot of time writing comments on children's work.

Feedback at KEJS should:

- inform teaching and learning.
- encourage ongoing, formative dialogue between teachers and pupils.
- inform teachers' judgement of each pupil's progress and next steps.
- be based on criteria understood by the children.
- develop pupils' confidence in metacognition.
- be honest and supportive, aiming to motivate and encourage a growth mindset.
- highlight specific next steps or targets for pupils.
- take into account the needs and profiles of groups or individual children.
- be done in an efficient way according to the type of feedback required.
- help children to reflect on their learning behaviours and attitudes.

Time for marking is proportionate to the usefulness of the information obtained by the learner and teacher. Wherever marking is undertaken, the underlying importance of acting on it (by the teacher in making notes for or adaptations to future planning, or by the learner in acknowledging and taking in the messages from the marking) is borne in mind. Without this action, marking has little impact on learning. We should always start by asking ourselves, 'Why are we giving this feedback?'

There are four main types of feedback that teachers can use and students can expect. The frequency of each type that is used will vary between faculties and key stages. Agreed minimums should be clear in the policies of each subject area.

Feedback should happen with the child wherever possible.

1. Verbal feedback

Verbal feedback is a valuable form of formative feedback. Some subjects use this type of feedback more frequently because of their nature. For example, in design and technology, art, music and physical education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.

Verbal feedback to groups or individuals is one of the most important parts of the process of feedback. It should be used to ensure understanding and follow up areas of concern for a large number of pupils.

In written subjects such as English, humanities, RS or maths, verbal feedback may be identified as having taken place using the 'Verbal Feedback Given' stamp, or the initials of the teacher. The importance of individual and whole class oral feedback is recognised by students acknowledging what feedback they have been given. This can be achieved quickly and simply by training students to write next to the stamp in their books. Learning maps are also included in topics for maths, humanities, science and RS so that children can track their progress against the key objectives to be covered.

2. Acknowledgment marking

In order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking may develop the skills of peer and self assessment, and will stand alongside whole class and teacher-led marking of more closed tasks, class notes and exercises.

Teachers will acknowledge such work variously through the use of ticks, simple marks or corrections and/or brief attainment-based comments. Work could also be acknowledged using a stamp to show that it has been checked for completion and correctness.

3. In-depth developmental marking

The strengths and next steps should relate to the success criteria set for the piece of work given. Questions should be used to encourage reflection by the child. Marking could relate directly to the steps on the Learning Line, if there is one for that topic.

Teacher comments may be written in black, pink, red, or any colour which distinguishes it from the pupil's work (blue) or self-evaluation (green).

Quality teacher marking will also involve correcting children's use of English, using the common marking code below, a copy of which will be pasted inside the front cover of their book for reference. Teachers of all subjects should help to ensure that children apply the same attention to spelling, punctuation and handwriting that they would in English.

Marking Code	Mark Means...
Sp.	Try this spelling again (with or without underlining, according to pupil)
P	Punctuation error
G	Grammatical error
H	Handwriting
^	Inserted where a missing word or letter should be
//	New paragraph/Mark in where the paragraphs should be
ü	Exceptional point/use of language (up to 3 ticks)

?	Not clear.
FS	Write in full sentences.
...+	Needs more
WW	Wrong word e.g. being/been. Try and find and correct it.
← ←	Start at the margin.

It matters where the mark is:

- Next to the line means you can find it in that line.
- Against a vertical pen line in the margin, means you can find it in that section/paragraph.
- At the end means it is a problem throughout.

Pupils should understand any 'marks' made by the teacher, including any system of symbols or shorthand. Children should be given time to respond to marking in their books and to answer questions posed by the teacher.

Where a piece of work is of a very low standard, it may be more appropriate to discuss the work verbally with the child, rather than noting every mistake on paper. Post-It notes are also useful in this situation, as they can be removed when the child has addressed the problems with their piece of work.

Where there are many spelling errors, the teacher should use their judgement and not identify every one for correction. This will depend on each teacher's knowledge of the child and their individual profile. In the case of very poor spelling, the teacher should consider giving out spelling banks or word mats to support the next piece of work.

4. Peer and self-assessment

The marking policy encourages the inclusion of pupil targets set by pupils with their teachers and by themselves. Peer evaluation is encouraged, as discussion of focused success criteria is an important way to develop the language of metacognition. Self or peer assessment may be used in conjunction with teacher marking.

Peer/self-assessment is a very useful exercise when students have been trained to use the SSW system against clear and agreed success criteria. Opportunities should be built into schemes of work to allow for peer and self-assessment and evaluation. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. Pupils may also peer or self-evaluate against checklists of criteria or features.

Pupil comments and evaluations should be done in GREEN pen to highlight it as student and not teacher marking.

Tracking and monitoring pupil progress

Students should be supported to track their progress towards their targets. All pupils should have

access to a tracking framework, such as a topic learning line, success criteria or project outline. Students should be involved in tracking and monitoring their progress regularly.

Subject policies should contain a brief statement of how children will be assisted to track their own progress.

Monitoring and Evaluation

Subject leaders must ensure their subject marking policy supports the school policy on marking and assessment. Subject leaders undertake the work sampling of their subject in accordance with the whole school and faculty self-evaluation cycle.

The ADH will oversee the above process, providing opportunities for middle leaders to share and discuss practice. The findings will be fed back to staff with suggested action for improvement. The JMT will undertake regular book scrutiny to monitor evaluation and marking. They will also take marking and planning burdens into account when calculating staff contact hours, duties and NCT, so that teachers with more written subjects are not overburdened with copious quantities of written feedback.

Children will be consulted on the feedback strategies they find most useful when completing the biennial pupil questionnaires.

SUMMARY OF MARKING

		What it looks like	Frequency
1	Verbal Feedback	<p>There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention /success criteria.</p> <p>This may be identified on work using the stamp. This stamp could be used to indicate where you have already gone through answers in class, or if all students have made a similar mistake, as a reminder for you to give verbal feedback in class and then get them to write down your comment.</p>	Use as often as possible to support other forms of feedback
2	Acknowledgement and checking	<ul style="list-style-type: none"> • stamped or ticked to show work checked for completion and correctness • may include corrections and/or brief, attainment-based comments • in black, pink, red or any other colour but blue or green. 	Every 1-3 pieces in written subjects
3	In-depth, developmental marking	<ul style="list-style-type: none"> • detailed feedback on how students met learning objectives in classwork or homework • gives next steps in improving work • Pupils have opportunity to respond 	As appropriate – see subject policies for details.
4	Peer and self-evaluation	<ul style="list-style-type: none"> • Children need to be gradually introduced to this and clear guidance should be given in each case. • Opportunities built into schemes of work to allow for peer and self-assessment • Often best done on a specific checklist of features or success criteria. • Done in GREEN pen. 	At least once per half term This may be done orally in practical subjects

Assessment and Recording

Central to the purpose of assessment is its use in developing future learning. We aim to ensure that all assessment is focused on improving learning. The review of formal exam data is only one part of the assessment process. Formative assessment is integrated into every lesson and topic, so that learning becomes clearly visible to pupils, teachers and parents. Essential to development of learning is an approach to developing and assessing core values, attitudes to learning and thinking skills.

Formative Assessment

Informal, formative assessment takes place throughout the year. This includes written/oral tests, teacher observations, quizzes, challenges and marking. In maths and science, unit assessments test knowledge and understanding of key concepts.

In maths topics, children complete 'cold' tasks at the start of each topic and 'hot' tasks at the end of the teaching unit. This helps to make progress visible to pupils and teachers. It also helps to ensure that mastery learning has taken place. Hot and cold tasks are also used in other subjects as appropriate.

Children are given regular opportunities to evaluate their own progress and targets in every subject. This often takes the form of directed pair work with 'talk partners' against an agreed set of criteria. Children also receive peer feedback on their written work, which may take the form of comments in green pen written next to their work. In these cases, care must be taken so that the comments are focused, constructive and positive.

During topics, children's exercise books are used to record learning in the form of diagrams, mind maps, photographs and comments from the child and their teacher. Topic exercise books should reflect the targets set for each child within that subject. In Year 5 and 6 Science, planning lines are used for each topic so that children can evaluate their progress as they go along. This approach is also being adopted in humanities topics, as it helps children to make links between different areas of their learning.

Learning in one lesson should build upon learning from before, so learning pages are used in children's Learning Journals to capture learning from day to day and week to week.

At the end of topics, children can be given self-evaluation checklists where appropriate, so that they can reflect on their attainment in the topic and set targets for next time.

Progress in all area is reviewed by the child with their form teacher at least twice a year as part of their personal one-to-one meeting.

Pupils are given time to write a self-evaluation report at the end of each year, which goes home with

the formal report from their teachers.

In the autumn term, Years 3 and 4 sit the Non-Verbal Reasoning tests for their age group, while Year 5 take the Cognitive Ability Tests and Year 6 sit the Verbal Reasoning test. These measures of potential and aptitude give a useful comparison with the academic tests and help to indicate children performing either above or below expected levels. The CAT tests also help to give a profile of each Year 5 learner, which helps to focus assessment, differentiation, groupings and learning styles.

Tracking

In the autumn, spring and summer terms, all children take the PIRA and PUMA tests to give an assessment of progress since the start of the year. The progress scores (Hodder Scale) from these are used to monitor progress throughout the child's time at King Edward's Junior School.

The standardised assessments allow us to:

- monitor progress of individual children throughout their time at KEJS
- track the relative progress of specific groups of children
- develop targets for departments and individual children
- compare our performance against national norms
- highlight areas of strength and weakness in groups or cohorts as well as individuals.

Pupil data in English and maths is compared to previous results, which allows detailed analysis of pupil progress in English and maths. This information is used to identify those children who need further support or extension. It also informs future planning (see Monitoring and Evaluation).

In all subjects, pupils are assessed against the key objectives for that term and that subject, so that their progress can be tracked.

Standardised scores from English and Maths are also compared against measures of reasoning ability, such as NVR or VR, to identify bright children who may not be achieving to their true potential in academic work.

After formal examinations, results for each child are checked to ensure that their progress is appropriate to the expectations for them, as set out in the mid-term progress checks. Any child achieving well above or below expectation is tracked by form and subject teachers to establish whether interventions are required to support or extend them.

Formal Assessments

Reporting to parents focuses on the performance of each child. This is the extent of progress in each child's knowledge, understanding, key behaviours, attitudes to learning and values.

Results of formal assessments are reported to parents separately at the end of the year, so that reporting is focused on progress rather than just attainment. However, attainment is closely monitored and parents are informed by notes in each child's learning journal after each test.

Our formal assessment system is summarised below:

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	<ul style="list-style-type: none"> PIRA3 Autumn NTS maths autumn Assessed writing NVR 7 Salford Test of reading age 	<ul style="list-style-type: none"> PIRA 4 (Autumn) NTS maths autumn Assessed writing NVR 8-9 Salford Test of reading age 	<ul style="list-style-type: none"> PIRA5 Autumn NTS maths autumn Assessed writing CAT4B Cognitive Abilities Test Salford Test of reading age 	<ul style="list-style-type: none"> PIRA 6 Autumn NTS maths autumn Mock exams in comprehension, maths, writing Assessed writing NFER VR 10-11 Salford Test of reading age
SPRING	<ul style="list-style-type: none"> PIRA3 Spring NTS maths Spring Salford Test of reading age* 	<ul style="list-style-type: none"> PIRA4 Spring NTS maths Spring Salford Test of reading age* 	<ul style="list-style-type: none"> PIRA5 Spring NTS maths Spring Salford Test of reading age* 	<ul style="list-style-type: none"> PIRA6 Spring NTS maths Spring Salford Test of reading age*
SUMMER	<ul style="list-style-type: none"> PIRA3 Summer NTS maths Summer Science Summer Exam Salford Test of reading age* 	<ul style="list-style-type: none"> PIRA4 Summer NTS maths Summer Assessed writing Science Summer Exam Salford Test of reading age* 	<ul style="list-style-type: none"> PIRA5 Summer Assessed writing NTS maths Summer NFER Verbal Reasoning 10-11 Familiarisation Science Summer Exam Salford Test of reading age* 	<ul style="list-style-type: none"> PIRA6 Summer NTS maths Summer Science Summer Exam Salford Test of reading age*

* The Salford Reading test is used in spring and summer to monitor the progress of children who are less fluent readers, as compared with their scores in September.

Entrance exams

In applying to the Junior School prospective pupils sit entrance exams. The pupils sit papers in:

- English reading comprehension
- Maths
- Non-Verbal Reasoning
- Creative writing

Pupils are also informally interviewed.

Most Year 6 pupils sit the entrance exam for King Edward's Senior School. These examinations are set and marked by the Senior School.

Recording

Individual teachers record pupil's progress and achievement throughout the year in their own mark books.

The results of formal tests are recorded by individual teachers and are also entered onto the school computer system, SIMS. A record is kept of all the English and maths scores achieved by pupils throughout their time at school. This includes percentages for tests and writing as well as standardised scores for reasoning, English and Maths tests. A formal record is also kept of a pupil's reading and spelling scores each year and their score in their summer science exam.

Completed test papers are filed in the Academic Office when no longer needed by the subject teacher and are passed on to pupils' next schools as needed.

Teachers also record check comments on progress in each subject each term, as well as comments from parents at parents' evenings.

Reporting and Communicating with Parents

Written Reports and Parents' Evenings

Parents receive two written reports a year; one in December and one in the summer. In the autumn reports the parent receives a report on the core subjects as well as a pastoral report on each child's overall progress and development. For Year 6 the reports focus on English, Maths and Verbal Reasoning in preparation for the Entrance exams in January.

In the summer pupils receive a full report on all subjects. Included with this report is a summary of all standardised test results completed. There is also a review sheet where the child reflects on their own progress and their targets for next year. Parents are invited to comment on the content of the summer report and these comments are returned to school to inform the next year's teaching and learning.

If parents or staff have any concerns or other issues they would like to share, they are encouraged to meet at the earliest opportunity to prevent small issues building into major ones. The first channel for communication is always the child's **Learning Journal**.

Meetings with parents should be carried out in a professional manner, seeking to achieve a win-win outcome. However, this must not be achieved at the expense of being involved in criticism of other staff or the school. Any issues which cannot be resolved should be referred to the appropriate member of staff or, ultimately, the Head. Notes should be kept where appropriate and then logged in the pupil's personal file. Brief notes of discussion points from parents evenings are recorded in SIMS.

The school operates an 'open door' policy and parents are welcome to talk to teachers at the beginning or end of the day. If this is not possible they can arrange a meeting at a mutually convenient time.

Please check the school's [policy on Pastoral Care](#) for further details.

Summary of Progress Reviews, Parents' Evenings and Reporting

October	3, 4, 5, 6	Progress checks before half term.	All subject teachers enter comments as necessary for progress of each child in their group.
	3, 4, 5	Pastoral parents' evening with form teachers	Form tutors
	6	Populate transfer forms and add personal statements	Form teachers and Upper School Coordinator
November	6	Produce exam reports with results for Maths, English and VR. Add check comments to SIMS for other subjects.	Y6 teachers and Academic Deputy Head
	3, 4, 5	Produce summary reports for English, Maths, Science and pastoral care, setting targets for the next term and reviewing the exams. Check comments on SIMS for all other subjects as needed.	Y3, 4 and 5 Maths, English, Science and form teachers, referring to subject checks as necessary.
	6	Mock Entrance Exams in maths, English and Verbal Reasoning	Maths, English and VR teachers
	3, 4, 5, 6	NTS maths and PIRA autumn tests	English and maths teachers
December	6	Year 6 Parents' Evening to review mock exam results and targets	Y6 English and maths teachers
	3, 4, 5	Summary reports go home at the end of the autumn term.	Maths, English and Form teachers
January	3, 4, 5, 6	Progress checks on SIMS for all subjects as appropriate	Subject teachers
	3, 4, 5, 6	Value added charts produced for English and Maths, leading to individual progress reviews.	Form and subject teachers with Deputy Heads, LSC and Learning Support Teacher as necessary
February	3, 4, 5	Parents' evenings with English and Maths teachers to review progress and set targets.	Y3, 4 and 5 English and Maths teachers
March	3, 4, 5, 6	Review of individual progress for children being monitored and update of intervention support	Form and subject teachers with Deputy Heads, LSC and Learning Support Teacher as necessary
	3, 4, 5, 6	NTS maths and PIRA spring tests	English and maths teachers
	6	Pastoral parents' consultations	Form tutors
April	3, 4, 5, 6	Value added charts produced for English and Maths, leading to reviews of pupil	Form and subject teachers with Deputy Heads, LSC and

		progress with subject teachers.	Learning Support Teacher as necessary
May	3, 4, 5, 6	Check comments or full comments inserted on SIMS for each subject	subject teachers
June	3, 4, 5, 6	NTS maths and PIRA summer tests	English and maths teachers
	3, 4, 5	Pastoral parents' evenings give opportunity to evaluate the year.	Form teachers
	3, 4, 5, 6	Children read their report and write their own reflection, detailing what they are proud of, what they have improved and what their personal targets will be.	Form teachers
July	3, 4, 5, 6	Full reports on all subjects sent home to parents, with grades summary sheet and their child's comments sheet.	Form and subject teachers
	3, 4, 5, 6	Report and review documents locked on SIMS and reports uploaded to the Parent Portal	Academic Deputy Head and form teachers

Curriculum Statements

At the beginning of each term or topic, children and parents are given an outline of the topics and objectives each child will work on in the coming term, in a Curriculum Statement or Planning Line.

Curriculum Evenings for Parents

We hold curriculum evenings each year and these are designed to provide parents with insight into our work in the curriculum at KEJS. These are generally linked in with the School Development Plan. Evenings over the past two years have included Learning Styles, Maths, Spelling, Humanities and Reading.

Homework

Homework is referred to hereafter as home learning, as the focus should be on learning rather than the volume of written work completed.

Home learning is often difficult to fit into a busy schedule, particularly when children have a long day at school. It is important that the tasks set at school encourage children to talk about their learning and do not prevent them from resting, spending vital time with their family and playing.

Most home learning is better done in short, regular pieces, rather than in one go, so it is very important that children have enough time to carry out their ongoing tasks efficiently and to the best of their ability each night. Twenty minutes a night should be sufficient to carry out most of the tasks required.

Where children are not sure about their learning or make mistakes in their work, it is very important that parents do not finish the task for their child. It is much better to contact the child's teacher.

We set home learning tasks for our pupils in order to:

- Encourage each child to reflect on what they have learned that day
- Reinforce and consolidate concepts or skills taught in class
- Involve parents in discussing learning with their children
- Finish off pieces of work started in class before moving on
- Learn things by heart, such as tables, number bonds and spellings
- Foster enjoyment of a subject or topic
- Encourage children to seek diverse methods of learning
- Challenge the children to find out something about a new topic before it begins in class
- Extend children's learning
- Raise their self-esteem and encourage them to take responsibility for their own learning

Types of Learning Tasks Set at Home

Although the complexity of the home learning tasks increases as children move up through the Junior School, the basic principles remain the same for all. While every child will have some challenges to do, some children may choose to do additional work or may choose to find out more for themselves about a topic or concept. Enthusiasm and initiative are to be encouraged, if it does not prevent a pupil from resting or getting to bed on time.

Before assessments, teachers may also send home revision to help the children consolidate their learning so far, although it is important that they are not encouraged to 'cram' facts they will later forget.

Home learning tasks are recorded on the VLE, often with related resources, either on the children's year group page or the linked subject page. This allows parents, children and teachers to have clear,

shared understanding of the focus for learning. Children can be encouraged to make a simple note in their Learning Journal if this is helpful, but this should not be expected of all children.

We do not expect parents to sign their child’s Learning Journal to show completion of each home learning task, as it is expected that the learning will tie in directly to the next steps in the classroom. However, parents are encouraged to make a note of any difficulties or misunderstandings encountered (see below).

Year 6 children will have additional work to do at home in the autumn term, to prepare for their Senior School entrance assessments. Each week this may include:

- a reading comprehension practice exercise (where appropriate),
- a creative writing task,
- practice of verbal reasoning, using either the practice papers used in school or practice books purchased by parents.

After the assessments, in January each year, the Year 6 children begin to work through the challenges of the Personal Award Scheme. This may involve them in different home learning, such as:

- research about a topic in science and in history, linked to work going on in class,
- completing artwork and pages for a picture book to be read to infant children,
- collecting and presentation of personal achievements for ‘KEJS Has Talent,’
- organising and completing work in the community for the citizenship strand.

Details of these Year 6 tasks are given to parents and children nearer to the time on the VLE.

The types of home learning tasks can be broken down according to frequency:

Every night or daily	<ul style="list-style-type: none"> ● Practise and discuss the key concepts explored during the day’s maths lesson with a parent or carer. ● Read for pleasure, either with audio books or text.
Three or four times a week	<ul style="list-style-type: none"> ● Practise the spellings for that week - usually taken from a spelling rule covered in class. ● Reading for at least ten minutes and recording this in their Learning Journal – it is particularly important that the younger children have the chance to read with someone at home. It is still important for children in Years 5 and 6 to discuss their reading with their parents. This time is equally well spent on sharing stories and news items.
Regularly	<ul style="list-style-type: none"> ● Complete a piece of writing, always discussed in class and often started during the lesson. ● Research or present key information from the science or humanities topic. <p>These tasks will only be set if they connect to learning going on in lessons and support the children’s conceptual development. There will be weeks where these tasks are not set.</p>

Occasionally	<ul style="list-style-type: none">• Carry out some more extended research into a topic from science or humanities.
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How can parents help?

Parents are asked to support their child's learning at home by talking to them about what they have learned. The aim is always to encourage each child to explain in their own words their understanding of a concept, fact or topic.

It is very helpful if parents can schedule regular, fixed times each week where they can be available to talk to their child about their learning. This can often be done on the way home.

It is also important that parents help their children with organisation, providing a calm space without distractions and support with planning tasks to be completed.

Finally, children thrive on specific, positive praise, so it is very important that parents help us to send the right messages about learning, for example:

- 'Learning is often challenging but it can be great fun' – *Showing perseverance*
- 'Difficulty is good, as it means you are really working hard' - *Determination*
- 'Effort is important' - *Taking responsibility*
- 'The more you talk about your learning, the better it will be' - *Communication*
- 'It is vital to ask questions' - *Curiosity*
- 'It is OK to make mistakes, as we can learn from them' - *Resilience*

Problems with Learning at Home

Every attempt is made to encourage children's interests beyond the curriculum. However, unless we are notified of exceptional circumstances, tasks are expected to be completed on time. Sometimes, tasks will not take a written form and will simply enable the child to engage more confidently with the next day's lessons.

If children are ill, they are not expected to keep up with schoolwork. However, children away for longer may have work by agreement with the teachers.

If children take too long to complete a piece of work or encounter problems with it, we encourage parents to contact the subject teacher concerned. It is important that form teachers are kept aware of any of their pupils experiencing these problems.

Although many parents will wish to help their children finish their work at home, we encourage independence and want to ensure that the results are the children's own work.

While we all value good presentation and care taken with work, the learning intention of each task should be more important than details of presentation or spelling. Quality of learning is more important than quantity, and clarity is more important than neatness. On no account should the need of each child for play, relaxation, food and rest be sacrificed to complete work at home, and we would ask for parents' help and judgement in ensuring this.