



## Teaching and Learning Policy

**Implementation Date:** September 2016  
**Date / Term of last review:** Spring Term 2026

This policy applies to the whole school including those in the EYFS.

This policy includes the following appendices:

- Appendix A:** Able, Talented & Interested Pupils Policy
- Appendix B:** Pupil Performance - Assessment & Tracking
- Appendix C:** Parent Meetings and Reporting Structure
- Appendix D:** Assessment, Feedback & Marking Policy
- Appendix E:** Cross Curricular Marking Key
- Appendix F:** Remote Education Policy

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Next Review Date:	Spring Term 2027

## 1. **Aims and objectives**

- 1.1. At Oakwood School we believe in the concept of lifelong learning. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.
- 1.2. Teaching and learning are the core purpose of what we do. High quality learning, teaching and *subsequently pupil outcome and achievement, are what we want for every child within the School.* We believe the more we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be.
- 1.3. The aims of the School curriculum and teaching at Oakwood are to:
  - provide a supportive and positive learning environment;
  - provide an inclusive education that enables all children to learn and develop their skills to the best of their ability with full access for all as appropriate;
  - give children the skills they require to become confident, resourceful and independent lifelong learners;
  - learn from each other, through adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared;
  - provide rich and varied contexts and experiences to help students develop a wide range of skills;
  - offer a curriculum that promotes spiritual, moral, social, cultural, physical, mental and emotional development;
  - provide a high level of literacy and numeracy teaching; and
  - encourage imagination and creative expression.
- 1.4. Our aim to continue to raise standards in our school is focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.
- 1.5. The expectation across The School is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupils achievement and outcomes. The curriculum considers the ages, aptitudes and needs of all pupils, including those with specific individual needs.
- 1.6. We expect every teacher to be an excellent teacher – no child deserves less. Teaching is a lifetime’s craft. *“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”* (Professor Dylan Wiliam)
- 1.7. We believe that all teachers are teachers of literacy and numeracy. The quality of teachers’ language, such as in clear instructions and questioning, are significant determinants of progress; making the implicit explicit is key and teachers are expected to ensure clarity around learning outcomes and to use key words.

## 2. **Strategic Goals**

- 2.1. Educational Vision – We nurture creative and independent learners through an engaging and challenging curriculum, in a natural and stimulating learning environment that equips pupils with knowledge, skills and awareness of their global responsibility and to be inquisitive and ambitious for themselves and others.
- 2.2. Culture, Community & Ethos – We foster a diverse and inclusive environment for pupils, staff and Oakwood families where the development of kind, resilient and respectful individuals is prioritised as

a community, with a commitment to providing a healthy, safe and supportive environment in which to grow.

### 3. **Core Values & Mission Statement**

3.1. Our curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

3.2. The essential values of our school, upon which we have based our curriculum, are encapsulated within our **Mission Statement**:

*'Oakwood School creates a family environment and develops happy, confident children by providing an all-round education of the highest quality, to enable children to have the best start in life and be able to achieve their potential'*

3.3. We aim to inspire a lifelong love of learning through a broad creative curriculum that challenges and engages. Our **Core Values** are at the heart of this. These are being reviewed and drafted around the following principles (publication April-Sept 2026) - A.C.O.R.N.S symbolises the seeds from which great things grow and Oakwood School proudly provides this route to success.

#### **A - AMBITIOUS**

We have aspirations, we set ourselves challenging goals and take responsibility for our choices, actions and behaviours

*We have aspirations, and we set ourselves challenging goals*

#### **C - CREATIVE**

We are imaginative and motivated to explore ideas and work both collaboratively and independently to build a strong community

*We are imaginative and motivated to explore new ideas*

#### **O - OPEN-MINDED**

We are curious and optimistic, embracing opportunities and making the most of every chance to learn and grow together

*We are optimistic, curious, and embrace opportunities*

#### **R - RESILIENT**

We are courageous and try hard, we are willing to take risks, be reflective and keep going, bouncing back stronger with each step forward

*We are courageous, take risks, and learn from our mistakes*

#### **N - NURTURING**

We are kind and care for others, showing respect by listening and valuing the opinions of others, appreciating everyone and fostering a warm and inclusive environment in which to grow

*We are kind, respectful, and care for others; everyone matters*

#### **S - SHINE**

We strive to do our very best to reach our full potential, celebrating our unique strengths, shared successes and being proud of our school

*We strive to do our best, celebrate our unique strengths and shared success, and we are proud of our school*

#### **4. Supporting Fundamental British Values and SMSC within our curriculum**

- 4.1. The curriculum policies, plans and schemes of work consider the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. SMSC and British Values are taught through all subjects in the curriculum, supporting all areas of learning and contributing to the child's motivation to learn.
- 4.2. Oakwood School offers opportunities, responsibilities and experiences of life in British society with an additional focus of 'British society'. Our wide-ranging curriculum and extracurricular activities aim to prepare our pupils for future life, developing in every young person the values, skills and behaviours they need to get on in life. The development of a range of character attributes, such as resilience and grit, are key to laying the foundations for success in education and future employment.
- 4.3. As a school, we value and celebrate the diverse heritages of everybody at Oakwood School, but alongside this we value and celebrate being a part of Britain. In accordance with Part 2, paragraph 5 (a) and (b), British values are actively promoted in much of what we do, during school assemblies, RE and Personal, Social and Health Education (PSHE) sessions. These values are also integral to Oakwood's vision and values.
- 4.4. As well as actively promoting British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

#### **5. The Curriculum**

- 5.1. The curriculum is all the planned activities organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the School's planning – long, medium and short, but also the range of extra-curricular activities that enrich the experiences of the children. The School aims to teach the children how to grow into positive, responsible, kind people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.
- 5.2. The aims of the curriculum at Oakwood are to:
  - enable all children to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - provide exceptional support for all children as well as those with individual specific educational needs.
  - ensure that teaching styles are tailored to the learning styles and needs of the children;
  - enable all children acquire speaking, listening and numeracy skills from the earliest possible age;
  - provide additional linguistic support for students for whom English is not their first language;
  - enable all children to learn and develop their skills to the best of their ability with full access for all;
  - enable all children to acquire new knowledge and make good progress according to their ability to increase their understanding and develop their skills in subjects taught;
  - provide excellence in our feedback, assessment and marking strategies to ensure that progress is made in each lesson;
  - promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
  - foster self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - enable children to challenge themselves physically in a wide range of sports;
  - teach the children about their developing world, including how their environment and society have changed over time;

- enable children to be positive citizens in society;
- fulfil our obligation to actively promote fundamental British Values in combination with spiritual awareness in all pupils, preparing them effectively for the opportunities, responsibilities and experiences of life in British society; and
- enable children to have respect for themselves and high self-esteem, and to be able to live, value and work cooperatively with others

5.3. Our teaching does not discriminate against a pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation or gender reassignment. In keeping with the Equality Act 2010 the school curriculum includes a full range of issues, ideas and materials in its programme of work which therefore exposes the pupils to a range of thought-provoking ideas, however challenging or controversial. The school ensures that issues are taught in a way so as not to discriminate against any particular individual.

5.4. We ensure our teaching is not discriminating against pupils contrary to Part 6 of the Equality Act 2010 and follow guidance for schools including the DfE guidance 'Gender Separation in Mixed Schools.'

## **6. Schemes of Work**

6.1. We plan our curriculum in phases. We agree on a long-term plan for each year group through our schemes of work for each subject area. This indicates what is to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

6.2. The schemes of work, produced by the Heads of Departments, are used when preparing medium term plans. All Schemes of Work are stored on Google Drive. Periodically, schemes of work will be reviewed and updated to account for any changes in curriculum content.

6.3. The schemes of work are designed to make the task of planning easier and less time consuming but they do not remove the need for planning.

## **7. Curriculum Overviews**

7.1. Curriculum overviews are produced for all year groups, from Nursery to Year 6, each term. These overviews give families a 'snapshot' of the curriculum for the following term and all Heads of department are responsible for ensuring all the information for the overviews is accurate and provided to the school office efficiently and in a timely manner prior to the forthcoming term. Curriculum Overviews are published on the school website for families to view.

7.2. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Informal day to day contact is encouraged.

## **8. Curriculum Planning & Lesson Allocations**

8.1. The lesson allocation is carefully planned across all ages in the school using the specialism and expertise of our staff. The school's Curriculum Plan & Lesson Allocation document and Whole School Timetable outline the curriculum planning for the academic year.

8.2. We understand that children develop at different rates and our curriculum is planned with this as a key focus. We strive for each child to develop confidence in their ability to learn and overcome the challenges they will inevitably face along the way. This essential self-belief and resilience are crucial to academic development and success.

- 8.3. We recognise that all children are individuals; each child has his/her own strengths, weaknesses and preferred learning style. Work is therefore planned and differentiated to remove any barriers to a child's learning and ensure all children can access the curriculum regardless of their educational needs.
- 8.4. Teachers working across the school complete a weekly planning grid, based on our schemes of work. These give clear guidance on the learning objectives and activities that we use when teaching each topic or subject area.
- 8.5. Our short-term plans are those that our teachers complete on a weekly or daily basis. We use these to set out the learning objectives and outcomes for each session, and to identify what resources and activities we are going to use in the lesson. These are recorded individually in advance. Schemes of work are then evaluated to inform future planning.

## **9. Pre-Prep Curriculum Planning – Early Years Foundation Stage (EYFS)**

- 9.1. Our school fully supports the principle outlined in the EYFS framework, that young children learn through play, and by engaging in well-planned activities. We believe that learning based play or play as guided by an adult, is an essential part of children's development. Teaching in the Reception class builds on the experiences of the children in their pre-school learning either at Oakwood or elsewhere. We work closely to build positive partnerships with the variety of nurseries and other pre-school providers in the Chichester area to support this approach.
- 9.2. The curriculum that we teach in Reception meets the requirements set out in the revised Early Years Foundation Stage Statutory Framework. Our curriculum planning focuses both on the prime areas and the specific areas and on developing children's skills and experiences, as set out in this document.
- 9.3. The EYFS learning and development requirements comprise:
  - the seven areas of learning and development and the educational programmes (described below).
  - the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
  - the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).
- 9.4. There are seven areas of learning and development that must shape educational programmes in the Early Years settings. All areas of learning development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:
  - Communication and Language;
  - Physical Development;
  - Personal, Social and Emotional Development.
- 9.5. Practitioners support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:
  - Literacy;
  - Mathematics;
  - Understanding of the world;
  - Expressive arts and design.

- 9.6. EYFS practitioners consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- 9.7. We recognise that children develop in different ways and at different rates, and that all seven areas of learning and development are important and inter-connected. Please refer to the Early Years Foundation Stage Policy for more detail.
- 9.8. We do all that we can to build positive partnerships with parents in order to forge firm foundations for future learning. Throughout the academic year, regular observations and reports are completed in each child's learning journal online and sent home via Tapestry. These observations and assessments form an important part of the future curriculum planning for each child. During the Summer Term the EYFSP is completed for each child at the end of Reception.

#### **10. Pre-Prep Curriculum Planning – Key Stage 1: Year 1 and Year 2**

- 10.1. In Years 1 and 2, most of the National Curriculum subjects are taught by their form teacher. They also receive specialist teaching in subjects such as MFLs, music, drama, ICT, PE/Games, swimming and art.
- 10.2. In Key Stage 1 we adopt an interdisciplinary topic approach to curriculum planning, creative curriculum. Key Stage 1 uses the creative curriculum model to deliver most of their curriculum content but phonics, mathematics, science and computing are taught as discrete subjects. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and that there is planned progression in all curriculum areas.
- 10.3. Children may enjoy participating in a range of after school extra-curricular activities such as ballet, tennis, chess, forest school, yoga and languages.

#### **11. Prep School Curriculum Planning – Key Stage 2: Year 3 to Year 6 (Prep School- PS)**

- 11.1. At **Key Stage 2**, the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately and, as much as possible, through subject specialists.
- 11.2. In Year 3 we deliver the curriculum in a creative, engaging and innovative manner and this is reflected in our SOW. This is achieved through carefully planned topics, which promote cross-curricular teaching and learning. From Year 4 upwards the curriculum becomes subject based.
- 11.3. Year 3 is a transition year for pupils, where they remain, for the most part, classroom based. They receive specialist teaching for certain aspects of the curriculum, for example Science, Art, DT, Drama, Music, ICT and PE/Games.
- 11.4. In Year 3 to 6, all National Curriculum subjects are taught as well as MFLs, Drama, Food and Design Technology, Outdoor Learning, RE and PSHE.
- 11.5. Prep school children may choose to participate in a wider range of after school extra-curricular activities such as chess, IT and arts and crafts, or in sporting clubs including; karate, rugby, hockey or rock climbing.

## **12. The Needs of the Child – relationships, classroom environment and emotional support**

- 12.1. The School contributes towards pupils' emotional development by creating an environment in which they:
- feel secure;
  - feel that their contributions are valued;
  - trust their teachers and are trusted by them;
  - experience consistent and appropriate discipline;
  - develop a sense of worth, self-esteem and confidence;
  - encourage an ordered atmosphere which makes pupils want to learn;
  - ensure access to good quality materials and resources;
  - agree with pupils the ground rules for classroom organisation and working practices;
  - maintain attractive and well-ordered classrooms: this includes putting value on the child's work by arranging and displaying it well;
  - demonstrate a value in the high standards of presentation expected of all finished work;
  - encourage the child to be independent within the classroom and to take an increasing responsibility for looking after their own equipment, materials and the classroom environment;
  - positively encourage children to use all areas of the School for their work.
- 12.2. We believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of higher order thinking skills.
- 12.3. We seek to provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that lead to the following creative skills and independent learning:
- questioning and challenging;
  - envisaging what might be;
  - exploring ideas, keeping options open;
  - reflecting critically on ideas, actions and outcomes;
  - making connections and seeing relationships.

## **13. PSHE and SRE**

- 13.1. Personal, social, health and economic education (timetabled as Personal Development) is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and well-being. We aim to equip the children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.
- 13.2. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community.
- 13.3. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- 13.4. We promote values of recognising the worth of each, celebrating their individualism, and enjoying and nurturing their contribution to the school community. Tolerance, politeness and mutual respect are at the heart of our aims and ethos. The Prep School Enrichment Programme and the Y6 Summer Term Academic and Enrichment Programme broaden and enhance each child's education. For more detailed information please refer to : *PSHE and RSE policy*.

#### **14. Children with SEND (Including Adjustments and Differentiation/Inclusion (SEND))**

- 14.1. The curriculum at Oakwood School is designed to provide access and opportunity for all children who attend the School. If it is thought necessary to adapt the curriculum to meet the needs of individual children, then it is done so in consultation with the Form Teacher in the Pre-Prep and with either the form teacher or subject teacher in Prep School, parents and the SENCO depending on the age of the child.
- 14.2. It is essential that all pupils at Oakwood are able to gain maximum benefit from the curriculum. Staff must match the demands of activities to the child's level of ability. Some children will be highlighted as having individual needs: learning, emotional or behavioural difficulties or be identified as being gifted or talented in specific areas. These needs and preferences are considered when schemes of work are written, then more specifically at the lesson planning stage. This may necessitate providing a range of tasks with core work extended for the more-able. Some children will require more structure and input to enable them to complete a task.
- 14.3. Work is differentiated through our setting arrangements, deployment of support staff, approaches to teaching and learning and methods of recording to be used by the pupils. All staff including support staff have access to copies of Education Health & Care Plans (EHCP) to aid the planning, delivery, reflection of lessons and assessment of achievement.
- 14.4. Where a task requires a worksheet to be used, it must be professionally produced and teachers should ensure that the readability level is appropriate. Project work can be particularly difficult for some learners and they will need plenty of guidance and clear objectives in order to benefit from the work.
- 14.5. If a child has identified special needs, Oakwood School does all that it can to meet these individual needs with reasonable adjustments under the Equality Act 2010 and the SEND Code of Practice 2015.
- 14.6. Oakwood is committed to the equal treatment of all pupils including those with special educational needs and disabilities. This policy has been written with regard to the following documents:
- ISI Handbook: Commentary on the Regulatory Requirements;
  - Special Educational Needs and Disability Code of Practice: 0 - 25 years;
  - The Equality Act 2010;
  - The Children and Families Act 2014;
  - Statutory Framework for the Early Years Foundation Stage
- 14.7. The School fulfils its obligations for SEN as per the SEND Code of Practice, January 2015 in providing for children with identified special needs. If a child displays signs of having additional or special needs, the teacher will liaise with the SENDCO who will assess this need. In most instances the teacher is able to provide resources and educational opportunities suitable to the child's needs within the normal class organisation. Where a child's need is more severe, a Statement of Special Needs /EHCP is sought, involving the appropriate external agencies when making this assessment. Additional resources and support are provided for children with special needs. For further information on the School's approach to supporting children with specialist individual educational needs, please refer to the *SEND Policy*.

#### **15. Academic Support for pupils**

- 15.1. There are 3 stages that we use to support pupils with their academic and pastoral development. Moving between different 'waves' of support is a natural part of a pupil's changing needs and is regularly reviewed by our Senior Leadership and Management team.
- 15.2. We believe all pupils may need extra support at different points on their journey at Oakwood—and this starts for all pupils with our Wave 1 provision.

- 15.3. **Wave 1** is classroom-based support with a focus on 'Quality First' teaching with adjustments and/or differentiation led by either Form Teachers in the PP and/or Subject Teachers in the PS, using teaching assistants effectively in the classroom to support small groups/individuals. This support both in pastoral and academic areas, is monitored by Heads of Key Stage, SENDCo, Head of Academics or Head of Pastoral Care & Wellbeing. Any pupils that need further help are supported with a Wave 1 Support Plan—that allows form teachers and subject teachers to monitor agreed targets with parents alongside the SENDCo (Special Educational Needs Coordinator).
- 15.4. **Wave 2** is a short term 1:1 or small group intervention based on identified needs of those pupils in Wave 1 that need extra help to develop their pastoral or academic skills. For Academic Support we focus on small group work with sessions that are focused on bridging identified gaps in learning. All Wave 2 support is provided to families with no additional cost.
- 15.5. **Wave 3** is more specialised intervention, often using external referrals to counselling, play therapy, dyslexia support, speech and language or educational psychologists and occupational therapists for example. All Wave 3 support is paid for privately by parents or through NHS referral.
16. **Able, Talented and Interested Pupils**
- 16.1. All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At Oakwood we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in a way that we enable each child to reach for the highest level of personal achievement. Refer to *Appendix A: Able, Talented and Interested Pupils Policy*
17. **Blended Learning**
- 17.1. We offer Blended Learning for pupils who are well but need to access school work from home; for example, with a broken leg or prolonged injury/illness that could potentially require isolation. It enables the learner at home to access the curriculum and learning via Google Classroom and join some lessons, live via Google Meet. We would operate this for snow days and other short notice school closures. For further information, please refer to *Appendix F: Remote Education Policy*
18. **The role of the Head of Department (HOD)**
- to provide a strategic lead and direction for the subject;
  - to support and offer advice to colleagues in issues related to the subject;
  - to monitor pupil progress in that subject area;
  - to provide efficient resource management for the subject.
  - It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They should review the way the subject is taught in the School and plan for improvement.
  - All Heads of Department contribute annually to the Development Plan with clear objectives, budget requirements, educational visits, personnel involvement and a brief outline of how developments are to be approached in their specific subjects in liaison with the Head of Academics and the Headteacher.
19. **Monitoring and Review of Curriculum**
- 19.1. The Assistant Head Academics (AHA) is responsible for the day-to-day organisation of the Key Stage 2 Curriculum. The Head of EYFS oversees the implementation and delivery of the EYFS

curriculum and similarly, the Head of Key Stage 1 is responsible for the Key Stage 1 Curriculum delivery.

- 19.2. Schemes of work and weekly plans are monitored by either the AHA and individual HODs, as appropriate, to ensure that curriculum coverage and learning takes place.
- 19.3. Work scrutiny takes place on a regular basis, and is coordinated by the AHA; feedback is provided to ensure standards throughout the School are consistently high.
- 19.4. Heads of Department monitor the way their subject is taught throughout the School and have responsibility for monitoring the way in which resources are organised and managed.

## **20. Principles of Assessment**

- 20.1. We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what they need to do in order to make progress. This allows us to base our teaching on detailed knowledge of each pupil.
- 20.2. We provide parents with regular feedback on their child's progress so that teachers, children and parents are in sync and working together to raise standards for all our children.
- 20.3. Assessment fulfils two main purposes:
  1. It provides information about children's progress that teachers can use as a basis for decisions about the next steps in children's learning. **(Formative assessment)**
  2. It also provides information to parents and others about the progress and levels of attainment reached by children, especially at the end of the Early Foundation Stage, Key Stages 1 and 2, and about the progress made since the last reported assessment. **(Summative assessment)**
- 20.4. For more detailed information please refer to *Appendix D: Assessment, Feedback & Marking Policy*

## **21. Marking and Feedback**

- 21.1. We aim to mark positively whenever possible to enhance self-esteem and confidence. Children are encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against the shared learning objectives and outcomes.
- 21.2. The purpose of marking is to offer each child constructive and motivating feedback on their work and to enable teachers to assess the effectiveness of their teaching, plan accordingly and assess the progress and learning of the children. For further information on our marking procedures, please refer to *Appendix D: Assessment, Feedback & Marking Policy*.

## **22. Homework**

- 22.1. Homework is part of curriculum planning, including schemes of work and is an extension to the students' learning day and contributes to raising achievement. Homework is also an opportunity for students to develop their ability to work independently, to research and to extend their learning.

PS YEAR GROUP	TERM		
	MICHAELMAS	SPRING	SUMMER
<b>Year 3</b> <b>30 minutes per subject</b>	English Maths	English Maths	English Maths
<b>Year 4</b> <b>30-40 minutes per subject</b>	English Maths MFL	English Maths Science	English Maths Humanities
<b>Year 5</b> <b>40-50 minutes per subject</b>	English Maths Science	English Maths Humanities	English Maths MFL
<b>Year 6</b> <b>50 to 60 minutes per subject</b>	English Maths Humanities	English Maths MFL	English Maths Science

22.2. Homework should not become a stressful chore or prevent a child from enjoying much needed leisure and relaxation time after the school day. Parents should ensure that their children do not work for longer than the recommended time. The annual homework timetable above is also available in the **Pupil Planner**. If a parent is concerned that their child has been unable to complete a task or that the homework is excessive, they are requested to make a note in the Pupil Planner.

22.3. Individual reading, learning of multiplication tables, daily spelling practise using Sum Dog are encouraged. We ask parents to sign their child's reading record on a regular basis.

22.4. Supervised homework sessions are available to families for a small additional charge, allowing children the opportunity to complete homework in school and with teacher support.

### 23. Reporting to Parents

23.1. We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work and our members of staff always speak to parents if there is any concern. All such conversations are written up on 3Sys. Pupil Planners are also used as a means of home-school communication.

### 24. Parents' Meetings & Written Reports

24.1. We hope that parents will contact their child's form teacher at any time when they have concerns or worries regarding academic progress, (or any other concerns). There will be a number of occasions for informal meetings throughout the year but we will always contact parents and invite them into the school if we have a worry about their child's work.

24.2. We very much hope that parents are able to attend the formal parents' meetings which are held termly in the Pre Prep, and yearly or bi-annually in the Prep School. These occasions provide parents with the opportunity to meet their child's teachers, to have a detailed conversation with each of them about their progress and to review their child's strengths and weaknesses both objectively and positively.

- 24.3. Reports for pupils in Nursery, Kindergarten and Reception are based on the Development Matters statements and are age related. Reports are entered and issued to parents using Tapestry.
- 24.4. All written reports for KS1 and KS2 are created using the school's management information system and are in turn published electronically to parents through the Parent Portal; paper copies are available upon request.
- 24.5. The Summer term report for all children from Year 1 to Year 6, is more detailed and includes comments from all subjects and targets for English and mathematics. In the Prep School, these targets with a science target are then transferred to the pupil planner for the start of the next school year and the report includes standardised scores for English, mathematics, NVR and VR.
- 24.6. The Headteacher has oversight of all reporting and contributes to all end of year reports in the Pre Prep from Reception to Year 6.
- 24.7. Reports are used by the teaching staff to support academic tutoring, highlighting a pupil's strengths and weaknesses, and indicating areas for development. Children can then be helped to focus on what they need to do to make progress.
- 24.8. All written reports to parents are made available to parents prior to the end of term to encourage dialogue and the opportunity to discuss their child's report with staff.
- 24.9. Please refer to *Appendix C: Parent Meetings and Reporting Structure* for an overview of a typical annual cycle of reporting to parents; this may vary according to the termly calendar and is published in the termly calendar to parents and staff.

## **25. References**

- 25.1. We undertake to provide honest and unbiased references for each child upon request for other schools. We typically use the Independent Schools Common Transfer Form (CTF).
- 25.2. The majority of pupils who leave at the end of Year 6 move on to leading local day or boarding schools having successfully passed the school's entrance examination. The reference from the prep school is an essential part of the selection process. All the staff who are involved in preparing these references are highly trained and experienced. We maintain close links with the senior schools that most of our former pupils go on to attend.

## Appendix A :



### **Able, Talented and Interested Pupils Policy**

#### **Aims and objectives**

- 1.1. All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At Oakwood we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.
- 1.2. This policy outlines the school's practice and procedures relating to the support of able and talented pupils.
- 1.3. The aim of this policy is to ensure that we:
  - Identify children or pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
  - Provide for the learning needs of those children or pupils who may be identified as more able and talented
  - Prepare these pupils for the opportunities, responsibilities and experiences of life.

#### **2. Definition**

- 2.1. At Oakwood School, the pupils identified in the cohort will be achieving, or **have the potential to achieve**, significantly in advance of national expectations.
- 2.2. Pupils can be identified as:
  - Being **'all-rounders'**; achieving at a higher level than their peers across all subjects
  - Having **academic ability** (defined as ability in one or more subjects in the statutory school curriculum other than art, music, or PE)
  - Being **talented** (defined as those with ability in art, music, PE or in any sport or creative art)
- 2.3. Our identification strategy will ensure that pupils are identified who have the potential to achieve, but may not be regularly demonstrating high achievement.
- 2.4. Pupils with English as a second language and/or Special Educational Needs and or Disabilities (SEND) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.
- 2.5. The names of pupils identified as being more able and talented in three areas: all-rounders, academic ability or talented will be recorded on a list. The list will be maintained for the purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. Parents will be made aware that their child is on the list if appropriate. This list will be reviewed annually to reflect its mutability.

### 3. **Identification**

- 3.1. The school has chosen to adopt the following procedures to identify the more able and talented cohort.
- Analysis of whole school assessment data as part of the school assessment cycle
  - Monitoring and evaluating individual pupil rates of progress over time
  - Teacher identification of underachievement using indicators
  - Teacher identification supported by observation
  - Parent and pupil self-nomination only with supporting evidence

### 4. **Assessment for academic subjects**

- 4.1. The progress of identified pupils will be monitored using the whole school assessment procedures.

### 5. **Provision - Teaching and learning strategies**

- 5.1. We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as more able and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For more able and talented pupils this may include:

Different forms of differentiation

- Higher order questioning
- Differentiated homework
- Planned enrichment/extension activities
- Mentoring by an adult with ability or interest in similar area
- Using interests and expertise of pupils to deliver aspects of the curriculum
- Range of extra-curriculum provisions available including instrumental and vocal tuition.
- Wide range of school clubs including science, choir, sports, art
- Special competitions
- Class / group outings
- Other professionals visiting the school e.g artists, actors, musicians, scientists, outdoor learning specialists
- Providing opportunities for pupils to perform at assembly, in concerts, performances.
- Giving pupils responsibility / choice
- Setting collaborative research and presentation work
- Critical thinking - giving thinking skills and challenging their deepest thinking – depth as well as coverage
- Applications for internal school scholarships

### 6. **Senior School Transition**

- 6.1. Comprehensive references are compiled to ensure that senior school receive a complete picture of the pupils. Pupils are fully supported with scholarship applications.
- 6.2. At Oakwood, we strive to provide opportunities for all and take care to extend our provision, where appropriate, to all who are interested. Through our open to all clubs and VIP programme, we promote diverse talents and expose children to a wide range of experiences. We are able to offer flexibility within the timetable to support external activities e.g. swimming or cricket training, participation in plays.

**Appendix B : Pupil Performance – Assessment & Tracking**



**Overview of Assessment and Tracking Core Subjects**

Year Group	Assessment and Tracking	Pupil Outcome
<p><b>EYFS Little Acorns (Nursery &amp; Kindy)</b></p>	<ul style="list-style-type: none"> <li>• Nursery and kindergarten children’s assessments are based on observations by teachers and TA’s during a range of adult initiated and child initiated activities during which everything the child says, does and any interactions with others are recorded.</li> <li>• Child initiated i.e independent work is preferred for observations to be undertaken and requires careful planning of the children’s environment. In Nursery, “In the Moment” planning is being used in order to target specific interests of the children and staff then plan for enhancements to promote extension of children’s learning.</li> <li>• Observations are recorded using the Tapestry system. Observations are taken throughout each term over the 7 areas of learning allowing tracking over each of the 7 areas for the year. Observations are aimed at capturing “wow moments” which demonstrate when a child has achieved something new for the first time.</li> <li>• Children in Nursery and Kindergarten are also assessed by age-related “Check Points” in line with the EYFS Framework. In Nursery the 2 year-old checkpoints are shared with parents for their 2 Year Check”.</li> <li>• Next steps are shared in Nursery and Kindergarten verbally during Parents’ Evenings and in Michaelmas Term “Initial Review” observation reports and End of Year Reports.</li> <li>• The Tapestry system allows us to analyse the thoroughness of our observations over the areas of learning for each child and individual attainment calculated from age and based on age related targets</li> </ul>	<p>Recorded as working towards or achieved for each age band: Birth to 3 3-4 Years Recorded as working towards or achieved for specific age-related Check Points at 2, 3 and 4 years old.</p>
<p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• On entry: baseline assessment is completed for RWI Set 1 phonics and number/shape, space and</li> </ul>	

<p><b>Reception</b></p>	<p>measure, using; teacher assessment sheets. &gt; USED FOR INITIAL GROUPING AND DIFFERENTIATION; CEM used to baseline children in all 7 areas of the curriculum (also including well-being, sensory and gross/fine motor skills) This is shared with the Head of Academics and the SENDco if points need to be raised.</p> <ul style="list-style-type: none"> <li>• Tapestry used to record observations and track all areas of the curriculum are evidenced for each child.</li> <li>• Formative assessment then takes place as RWI Set 1 sounds are introduced and number work&gt; children’s reading/phonics progress closely monitored 4 days a week 1:1.</li> <li>• Evidence recorded in reading records and the teacher’s own record.</li> <li>• Plans evaluated daily in order to inform planning depending on children’s abilities and groupings are flexible based upon this.</li> </ul> <p>During the first term, any SEND concerns/ barriers to learning are raised to SENDco, such as Speech and Language&gt; closely monitored in class and with SENDCo’s advice.</p> <ul style="list-style-type: none"> <li>• After half-term, children’s progress in Set 1 sounds and blending are assessed in order to differentiate children in Reception Phonics groups.</li> <li>• End of Term reports provide an opportunity to reflect upon children’s progress within their first term and feedback to parents.</li> <li>• Evidence of children’s work to support formative assessment is kept in Literacy, Mathematics and Topic ring binders, as well as Phonics and Guided Writing books, as well as on Tapestry.</li> <li>• Reception Teachers to complete EYFS ELG assessments during the Summer Term and results are submitted to Oakwood Governors, SLT and LEA.</li> <li>• End of Year reports completed for parents for the end of the Summer Term, highlighting next steps, as well as ELG achievements</li> <li>• Reception Teachers to complete the following assessments for transition to Year 1: <ul style="list-style-type: none"> <li>o PIRA end of Reception assessment</li> <li>o PUMA end of Reception assessment</li> <li>o RWI phonics assessment</li> </ul> </li> <li>• Detailed verbal handovers are given to the Year 1 team at the end of term</li> </ul>	<p>Phonics baseline score</p> <p>Phonics progress score in line with RWI programme for coloured reading group</p> <p>Early Years Foundation Stage Profile Score in relation to Early Learning Goal statements for each of the 7 areas of Learning. Scores are either: Working Towards (1) Achieved (2)</p>
<p><b>Pre-Prep: Y1</b></p>	<p><b>Phonics Assessment Michaelmas Term</b></p> <ul style="list-style-type: none"> <li>• RWI Reading leader to assess phonics knowledge so that children can be grouped and taught in differentiated groups.</li> </ul>	<p>Age standardised score Age standardised score Age standardised score</p>

	<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PIRA Spring 1– paper taught rather than assessed</li> <li>• Progress Understanding Mathematics Assessment – PUMA Spring 1– paper taught rather than assessed</li> <li>• RWI assessment</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PIRA Summer 1</li> <li>• Progress understanding Mathematics Assessment – PUMA Summer1</li> <li>• Teacher Assessed Independent Writing using ‘No More Marking’ – comparative writing assessment from January 24</li> <li>• RWI assessment</li> </ul> <p>Tracking documents for science, computing and humanities. Marking of work.</p>	<p>to be used in conjunction with Teacher Assessment.</p>
<p><b>Pre-Prep: Y2</b></p>	<p><b>Michaelmas Term:</b></p> <ul style="list-style-type: none"> <li>• RWI Reading leader to assess phonics knowledge so that children can be grouped and taught in differentiated groups.</li> </ul> <p>Spring Term:</p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PIRA Spring 2– paper taught rather than assessed</li> <li>• Progress Understanding Mathematics Assessment – PUMA Spring 2– paper taught rather than assessed</li> <li>• RWI assessment</li> </ul> <p>Summer Term:</p> <ul style="list-style-type: none"> <li>• GL Verbal Reasoning Paper Age 7</li> <li>• GL Non Verbal Reasoning Age 7</li> <li>• Progress in Reading Assessment – PIRA Summer 2</li> <li>• Progress Understanding Mathematics Assessment – PUMA Summer 2</li> <li>• RWI assessment</li> <li>• Teacher Assessed Writing Assessment- ‘No More Marking’ – comparative writing assessment from January 24 <ul style="list-style-type: none"> <li>• NGRT Reading assessment for low achieving PIRA scores</li> <li>• Tracking documents for science, computing and humanities. Marking of work with feedback. Assessment for learning by pupils.</li> <li>• GI CAT4 Assessment</li> </ul> </li> </ul>	<p>Age standardised score  Age standardised score  Age standardised score  Age standardised score  Age standardised score  Hamilton Writing Tracker  Teacher tracks pupil outcomes which are used formatively to inform planning and summatively by next teacher and HODs</p> <p>Age St Scores</p>
<p><b>Prep School: Y3 Y5 &amp; new</b></p>	<ul style="list-style-type: none"> <li>• CAT4</li> </ul>	<p>Above or below chronological age with some standardised</p>

pupils		Scores.
<b>Prep School: Y3- Y5</b>	<p><b>Michaelmas Term:</b></p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PIRA Autumn 3-5 plus NGRT for IEN pupils</li> <li>• Progress understanding Mathematics Assessment – PUMA Autumn 3-5</li> <li>• Rising Stars Science Assessment 3-5</li> </ul> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>• GL Verbal Reasoning Paper</li> <li>• GL Non Verbal Reasoning</li> <li>• Rising Stars Science Assessment Y3-Y5</li> </ul> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PIRA Summer 3-5 plus NGRT for IEN pupils</li> <li>• Progress Understanding Mathematics Assessment – PUMA Summer</li> <li>• Teacher Assessed Writing Assessment using ‘No More Marking’ – comparative writing assessment from January 24</li> <li>• Rising Stars Science Assessment Y3-Y5</li> </ul> <p>Tracking documents for English, mathematics, science, computing and humanities. Regular spellings, tables and mental arithmetic tests.</p> <p>Marking of work with feedback and assessment for learning by pupils with some peer assessment.</p>	<p>Age standardised score  Age standardised score  Measures progress against expected learning outcomes  Age standardised score  Age standardised score  Measures progress against expected learning outcomes  Age standardised score  Age standardised score</p> <p>Measures progress against expected learning outcomes  Teacher tracks pupil outcomes which are used formatively to plan and summatively by next teacher and HODs</p>
<b>Prep School- Y6</b>	<p><b>Michaelmas Term:</b></p> <p>Year 6 Assessment Practice Morning – English and mathematics</p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PiRA Autumn 6</li> <li>• Progress understanding Mathematics Assessment – PUMA Autumn 6</li> <li>• GL VR and NVR</li> <li>• Rising Stars Science Assessments Y6</li> </ul> <p><b>Spring Term:</b></p> <p>Entrance Exams for Secondary school</p> <ul style="list-style-type: none"> <li>• Progress in Reading Assessment – PiRA Summer 6</li> </ul> <p>Age standardised scores used to guide and inform planning and preparation for entrance exams in January</p> <p>Measures progress against expected learning outcomes</p> <p>Offers from Secondary School</p> <ul style="list-style-type: none"> <li>• Progress Understanding Mathematics Assessment – PUMA Summer 6</li> </ul>	<p>Age standardised score  Age standardised score  Age standardised score  Measures progress against expected learning outcomes  Age standardised score  Age standardised score  Age standardised score  Age standardised score  Measures progress against expected learning outcomes  Teacher tracks pupil outcomes which are used formatively to inform planning and</p>

	<ul style="list-style-type: none"><li>• Rising Stars Science Assessments Y6 'No More Marking' - comparative writing assessment from January 24</li><li>• Teacher Assessed Writing Assessment - Tracking documents for science, computing. Regular spellings, times tables and mental arithmetic tests. Marking of work with feedback and assessment for learning by pupils with some peer assessment.</li></ul>	summatively by next teacher and HODs
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**Appendix C : Example Parent Meetings and Reporting Structure**



		Michaelmas	Spring	Summer
<b>Early Years Foundation Stage (EYFS)</b>				
<b>EYFS N, K &amp; Rec</b>	Mid Term	Parent Teacher Meeting	Parent Teacher Meeting	Parent Teacher Meeting
	End of Term	Tapestry Report Primary Areas		Tapestry Full Report
<b>Key Stage 1 (KS1)</b>				
<b>Key Stage 1 Year 1 &amp; 2</b>	Mid Term	Face-to-Face/Virtual Parent Teacher Meeting	Face-to-Face/Virtual Parent Teacher Meeting	Face-to-Face/Virtual Parent Teacher Meeting
	End of Term	Core Progress Report		End of Year Report
<b>Key Stage 2 (KS2)</b>				
<b>Key Stage 2 Prep School</b>	Beginning of Term	Face to Face Parent Teacher Meeting	Face to Face Parent Teacher Meeting	
	Mid Term	Half term Effort & Achievement Grades		
	End of Term	Core Progress Report	Core Progress Report	End of Year Report

<b>EYFS</b>	<b>Primary Areas Tapestry Report</b>	<b>EYFS Full Tapestry Report</b>
<b>Key Stage 1</b>	<b>Core Progress Report</b> Effort and Achievement Grades – all subjects Subject Teacher, Form Tutor Comments	Effort, Achievement Grades and Targets – core subjects Subject Teacher Comments – all subjects Form Tutor and Headteacher Comments
<b>Key Stage 2</b>	<b>Core Progress Report</b> Effort and Achievement Grades all subjects English & Maths, Form Tutor & Headteacher Comments	<b>End of Year Report</b> Effort and Achievement Grades – all subjects Subject Teacher Comments Targets for Core Subjects End of Year Assessment Results Form Tutor and Headteacher Comments

## Appendix D :



### Assessment, Feedback & Marking Policy

#### 1. Aim and Objectives

1.1. The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their learning.
- To help our children understand what they need to do to improve their learning
- To allow teachers to plan learning opportunities that accurately reflect the needs of each child
- To provide regular information for parents/carers that enables them to support their child's learning
- To provide all stakeholders with useful data for analysis and accountability that feeds into whole school planning

#### 2. Principles of Assessment

2.1. At Oakwood, we believe that effective assessment provides information to improve teaching and learning. We concentrate on assessing the whole child, not just his/her academic progress. During both formal and informal contact with each pupil we also assess:

- social development
- health and well-being; self-reliance
- attitude towards themselves and others
- commitment and motivation

2.2. Assessment fulfils two main purposes:

- It provides information about children's progress that teachers can use as a basis for decisions about the next steps in children's learning. (**Formative assessment**)
- It also provides information to parents and others about the progress and levels of attainment reached by children, especially at the end of the Early Foundation Stage, Key Stages 1 and 2, and about the progress made since the last reported assessment. (**Summative assessment**)

2.3. It is our belief that assessment should have clear aims and be appropriate to inform our planning and teaching. Teachers must use the results of the assessments to inform their preparation and teaching.

2.4. Assessment data also provides vital information for the grouping of pupils and advice to parents regarding future schools. Assessment of pupils' achievement should be based on:

- observation of pupils in class
- how they interact with other pupils and with groups
- homework (with or without the aid of parents)
- how they perform in tests and examinations.

2.5. At regular intervals we should set pieces of work that focus on specific areas of achievement so that these can be assessed. These can be reinforcement tasks or tasks, which draw on knowledge already acquired and then require the pupil to take this one step further.

- 2.6. We give our children regular feedback on their learning so that they understand what they need to do in order to make progress. This allows us to base our teaching on detailed knowledge of each pupil.
- 2.7. In the Prep School, more regular unit tests or end of topic tests require pupils to show evidence of recently acquired learning. These tests also prepare the children for more formal examinations and can be used to encourage pupils to develop skills of revision and self-review.
- 2.8. For Diagnostic Assessments, please refer to our *SEND policy*.

### 3. Formative Assessment

- 3.1. These are a wide variety of methods used daily by teachers during the learning process in order to modify teaching and learning activities and to improve pupil attainment and progress.
- 3.2. We have implemented a growth mindset culture which encourages children to challenge themselves and take responsibility for their learning, and is integral to our assessment.
- 3.3. Staff have, and will continue to develop, knowledge of a wide range of AfL (Assessment for Learning) strategies to promote and implement formative assessment into the learning and teaching process. These strategies include the following key measures:
  - **Planning** – in planning children’s learning it is important to start from an understanding of what the children know already and what the children then need to know.
  - **Sharing learning objectives** – sharing what we want children to learn (W.A.L.T-We Are Learning To...) and how they will know that they have succeeded through success criteria/WAGOLL (What A Good One Looks Like).
  - **Quality questioning** – through deep-level questioning, teachers can clarify what learning has taken place and establish what difficulties are being experienced. Questions need to be varied to encourage children to reason and explain their learning. We encourage pupils to have thinking time before being expected to respond.
  - **Feedback** – is a vital process. It lets the children know what they are doing well in and should provide them with strategies to know how to improve. It can be written or verbal and will relate to the learning objective.
  - **Marking** – giving pupils time to follow up on the comments made is essential. (See The Marking and Feedback Policy)
  - **Self and Peer Assessment** – if children are allowed to monitor their own progress against objectives set and/or success criteria, they become more aware of how they learn and so become better learners. To be effective children need to be taught the skills and techniques to gain most from this.
  - **Pupil talk partners** or groups are most effective to clarify and extend learning when exploratory in nature. It is characterised by pupils asking questions that require other pupils to offer opinions, make hypotheses, give reasons and reflect, and all members of the group working to create a shared understanding.
  - **Book Looks** are used to moderate judgements on outcomes and evidence progress
  - **Self-esteem** – is the most significant factor in being a successful learner. Involving children in the learning and teaching process raises self-esteem and responsibility for their own learning.
- 3.4. The results of formative assessments should have a direct impact on teachers planning; use of resources, intervention and strategies employed following assessment analysis. They help to identify where a child is on their learning journey. We use ‘Insight’ to record these

- 3.5. Formative assessment in the EYFS includes many of the strategies already identified. There is a greater emphasis on questioning and inquiry based, child-initiated learning with photographic evidence of the many practical learning and early years child experiences. Teachers and learning support assistants record the children's learning daily on the i-pads using Tapestry.

#### 4. Summative Assessment

- 4.1. We also acknowledge in school that there is a place for more formalised assessments as these provide valuable information to support teacher judgements. They also inform pupils and parents/carers on what knowledge and skills have been attained at a given time. The strategies adopted for summative assessments may include:
- End of unit assessment – this will provide an indication of what knowledge has been retained from the teaching block just completed. (Eg, Writing assessment, White Rose for Maths)
  - Pre and post learning tasks
  - Termly PIRA and PUMA tests to show progress.
  - Phonics assessments PP
  - Weekly test – this might be used in areas such as spelling or mental maths
  - Sats materials or 11+ PAPERS to support teacher judgements against the end of year expectations in Year 6
  - EYFS CEM Baseline in Kindergarten and Reception (at the start and end of the years)
  - End of Reception PIRA and PUMA assessments
  - Multiplication Tables Checks Yearly NVR and VR test Y2-Y6CAT4 in Year 3 and Year 5
  - Yearly NVR and VR Year 2 –Year 6
  - CAT4 Year 3 and Year 5
- 4.2. Effective assessment provides information to improve both teaching and learning. Assessment is one of our key tasks and underpins the School's aim to make each pupil a happy, motivated and extended child. A comprehensive definition of assessment includes the processes of gathering, interpreting, recording and use of information about a pupil's responses to an educational task.

#### 5. Recording Pupils' Achievement in Pre-Prep and Prep School

- 5.1. Oakwood School recognises that there are various methods of assessing a child's learning. The type of assessment that is made varies from subject to subject.
- We acknowledge that records should be:
  - clear, concise and easy to maintain;
  - easy to interpret;
  - show what an individual child has learnt and understood.
- 5.2. We provide parents with regular feedback on their child's progress so that teachers, children and parents are in sync and working together to raise standards for all our children.
- 5.3. In the Pre-Prep pupils' achievement in all areas of the curriculum is recorded. **Nursery, Kindergarten and Reception** use Tapestry including a summative assessment to record ongoing assessment of the children in the seven areas of learning. Such assessments are based on observations of what the children are doing on a day-to-day basis. Observations are taken when children demonstrate an understanding of a newly learnt or acquired skill; a "wow moment".
- 5.4. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile should provide a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected level,

and their readiness for Year 1. Each child's level of development is assessed against the early learning goals, and practitioners must indicate whether children are meeting expected levels of development, ('expected') or working towards the expected level of development. ('emerging').

- 5.5. It is important to note that the EYFS places a strong emphasis on working with parents as partners. Parents and practitioners should reflect together on what:
- A child likes to do;
  - S/he is trying to master or has just learned;
  - New words/language structures are emerging; and particular interests or patterns in play and exploration are observed at the moment.
- 5.6. **Key Stage 1.** Records are completed for reading, writing and mathematics in Years 1 and 2 in the Michaelmas and Summer termly. Phonics are assessed termly. Noteworthy effort/achievement is rewarded by awarding House points and Credits.
- 5.7. **Key Stage 2.** In the Prep School, recording of pupils' day-to-day progress should be done by either the form and/or subject teachers. It should emphasise effort as well as achievement. Noteworthy effort/achievement is rewarded by awarding House points and Credits.
- 5.8. **Monitoring Pupil Performance:** The performance of pupils is monitored in the following ways. For further information, please refer to *Appendix B – Pupil Performance*. Analysis of results from the formal assessment process enables us to target specific pupils and subject areas.
- 5.9. **Target Setting:** All pupils need to be clear about how they need to improve. Individual targets are set termly by subject teachers or form teachers in mathematics, English and science. The pupils and the Form Teacher agree on a pastoral target. Targets are discussed with individual pupils and recorded in PS Pupil Planners and PP books, according to the age of the pupils. We review the progress of each child and revise targets as appropriate. Termly writing scrutiny takes place, where a piece of unaided writing is collected from individual children, assessed and is used to set writing targets, and these are then monitored accordingly. Moderated in cohort teaching groups.
- 5.10. **Progression:** When one teacher hands on a pupil to the next teacher, a continuous cycle of learning should be sustained. This continuity is achieved:
- By transferring relevant information from one form teacher to the next;
  - By discussing children's particular needs at the meeting to follow up end of year tests in May and to evaluate what additional support is likely to be required the following year;
  - By keeping channels of communication open via staff meetings, subject meetings and informed discussions;
  - By encouraging more classroom observation and team teaching.
  - Book Looks
- 5.11. **Records:** Assessment in the Foundation Stage takes the form of observation, involving the teacher and other appropriate adults using baseline assessment and Tapestry, summative assessment sheets. Each teacher uses Tapestry to keep a Learning Journal which is a developmental record for each child and uses this to record achievement. A termly overview of general progress and future steps are also recorded in either a written report or feedback during a parent evening meeting. These records contain a wider range of evidence accessed with a Tapestry log in. The results from Tapestry are submitted to the LEA at the end of the children's Reception year. A 2 year-check is completed in the first term that a pupil starts in Nursery and is shared with parents. In Kindergarten and Reception, a continuum of children's learning progress assessment is completed as a baseline and at the end of every term to monitor progress and development in all 7 areas of the curriculum. This is then shared, when appropriate, through termly reports to parents or parents evenings.

- 5.12. The AHA keeps a record of formal assessment scores from Year 1 to Year 6 and the SENDco uses them to track pupil progress and highlight where there are specific problems requiring intervention. This data offers an indication of potential & progress and provides diagnostic information to inform teachers' planning and support target setting. Heads of Department in mathematics, English and science monitor progress; the Headteacher, AHA and Data Manager monitor achievement and progress of all pupils across the school to ensure oversight of Teaching and Learning at Oakwood.
- 5.13. The teacher receiving the children the following year, uses the data to inform planning and identify pupils whose progress is a cause for concern. When such concerns are raised the school's SEND procedure is followed (please refer to the *SEND Policy*).
- 5.14. Core Subject teams also meet termly to look or discuss the work of particular children across English and maths to monitor progress and check on continuity and overall standards. The SLT will focus from time to time, during meetings, on samples of work in a particular year group as a means of auditing standards and checking that academic policies are being followed. Feedback is minuted and followed up either at staff meetings or on an individual basis. Such feedback may be included in staff reviews or feed into the SDP.

## 6. **Principles of Marking**

- 6.1. We aim to mark positively whenever possible to enhance self-esteem and confidence. Children are encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against the shared learning objectives and outcomes.
- 6.2. The purpose of marking is to offer each child constructive and motivating feedback on their work and to enable teachers to assess the effectiveness of their teaching, plan accordingly and assess the progress and learning of the children.
- 6.3. The most effective system of marking allows the child an opportunity to correct, refine or redraft a piece of work **before** a mark, grade or comment is applied. The best learning takes place when the incentive of a favourable teacher response remains.

## 7. **Feedback to Pupils**

- 7.1. Marking has two purposes:
  - Students act on feedback to make progress over time
  - It informs future planning and teaching
- 7.2. Teachers must have a secure overview of the starting points, progress and context of all. Without a secure overview, it is impossible for classroom teachers to form the first wave of intervention and deliver 'Quality First' teaching.
- 7.3. Marking provides excellent feedback to the teacher as to whether students have learned what they have been taught. Marking must be primarily formative, and may be selective. Primarily formative means that the focus of your marking must be showing students how they can improve.
- 7.4. Marking and feedback must be done regularly. If pupils' work is marked regularly, it means they get regular feedback and the opportunity to improve. Marking, as with homework, should be proportionate with curriculum time. The frequency of marking should also be proportionate to lessons. If students do not engage with the feedback there is no impact. Doing hours and hours of marking does not automatically mean this section of the learning policy is being followed.

## 8. **Cross Curricular Marking Keys**

- 8.1. Marking is always done as promptly as possible and, when possible, with the child present using our **Pre Prep** and **Prep School**. A Marking Key with guidelines are displayed in classrooms and on stickers stuck into exercise books. Coloured pens are provided.
- 8.2. We recognise that, as far as possible, comments should be constructive, using the key. Even critical comments should be constructive, focusing on how a child can improve performance.
- 8.3. Use of house points, reward stickers and stamps is encouraged. Queues at the teacher's desk should be avoided.
- 8.4. We try to explain what is good in a piece of work and offer a clear and simple target for improvement.
- 8.5. We believe that the marking should reflect the purpose of a piece of work, and that all teachers should be aware of English. Careless and scruffy work must never be accepted.
- 8.6. Specific Learning Outcomes and Success Criteria for a piece of work are often useful and, in this context, work will be marked accordingly. The teacher will specify a Learning Outcome for marking and encourage the child to check a piece of work for that particular quality paying attention, amongst other things to handwriting, spelling, punctuation, paragraphing, and vocabulary. Staff will indicate if the learning objective is achieved, almost achieved or not achieved using stamps and a constructive comment. PP and PS stamps provided.
- 8.7. A teacher will indicate if individual pieces of work have been discussed in class; stamp provided.
- 8.8. We ensure our marking reflects differentiation. Where spelling is concerned, there is often little point in identifying all errors. Keywords for correction, however, will be picked out and children should be asked to make corrections. Small whiteboards are available for pupils to practise spellings and "experiment".

## 9. **Self-Assessment for Learning**

- 9.1. Before work is handed in for marking, it may be appropriate in some instances for pupils to self-assess their work. Teachers share learning objectives with the children at the beginning of the lesson and make it clear what their learning outcomes are. Success criteria may be provided for pupils. For fluent writers the learning objectives should be recorded at the top of a piece of work. This enables the children to know what they are aiming for and they can check their work against it.
- 9.2. Methods for self-assessment will differ according to specific curriculum areas or age groups, ranging from 'thumbs up' or 'thumbs down' to a happy, sad or straight face or the traffic light system:  
ed: I did not understand  
Amber: I partly understand  
Green: I fully understand
- 9.3. Actively involving pupils in their own learning helps them to understand how to improve.

- 9.4. Teachers must be aware of the differing needs of each pupil. In essence, our aims for marking are as follows:
- to define next steps for learning;
  - to promote reflection by pupils on their progress;
  - to inform future planning.
- 9.5. If marking is to be effective and of value both to ourselves and the child, it is important that we both have a participating part to play in it; marking should be a dialogue, not a monologue. If the child is not involved from the start, the chances are that the time we spend in marking their work is wasted.
- 9.6. It is important that when we come to mark work, we demonstrate consistency by marking for the task that was set. Marking should be sensitive to the abilities of the individual and their capacity to benefit from it. It should balance the desire to improve with the need to encourage. If we have spent considerable time in marking, then the handing back of work is where our preparations are fulfilled. The children must be given time to read our marking and be encouraged to respond to it. This response may be written or verbal, individual or a group activity, but if we ask a question, the pupils should get used to replying.
- 9.7. Correction of errors in a child's work is obviously at the teacher's discretion, but where corrections are made, they should be appropriate to the learning task and the pupils' age and ability.

#### **10. Embedding Effective Marking incorporating DfE Workload Principles:**

- 10.1. **Meaningful** - marking by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach to incorporate the outcomes into subsequent planning and teaching.
- 10.2. **Manageable** - Marking practice is proportional and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- 10.3. **Motivating** - Marking should help motivate pupils to progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

#### **11. 'Embedding Effective Marking; DfE Workload Report (March 2016)'**

- 11.1. At Oakwood School we believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that all staff mark in a consistent fashion. .
- 11.2. We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.
- 11.3. We recognise the value of giving the child an opportunity to improve his/her work before a mark, grade or comment is written. We try to link our marking to specific learning objectives. We identify what the child needs to do next in order to progress. Examples of good work are shown to children so that they are aware of what they need to strive for.
- 11.4. House points are awarded for good work and Special Achievement Awards and Credit Awards for exceptional work.

- 11.5. Form tutors analyse pupils' end of term reports and use them as a basis for academic tutorials, offering children the necessary overview of their performance and highlighting areas for development. Targets for English, science & mathematics (set by the previous teacher) are stuck into the front of the Pupil Planner each September and current teachers set subsequent targets in the spring and summer terms.

## Appendix E: Cross Curricular Marking Key (Prep)

### Learning Objectives

- ✓✓ Met *(Stamp might be used)*
- ✓ Working towards *(Stamp might be used)*
- Not met *(Stamp might be used)*

### Quality of work

- 😊 ✓ Excellent
- ✓✓ Very good
- ✓ Good
- Ⓜ HP House point awarded

### Feedback


🗨️ **VF** Verbal *(Stamp might be used)*

**PF** Peer *(Stamp might be used)*

❓ Needs explanation/ working out/ clarification

↻ Revisit this

 **Tickled Pink:** this is great work

 **Yellow Brick Road:** find out what needs developing or correcting here

 **Purple pupil power:** this is self or peer marking

### Learning Objectives

- ✓✓ You shown your learning
- ✓ You are almost there
- You need a little more help

### Quality of work

- 😊 ✓ Excellent
- ✓✓ Very good
- ✓ Good



**Tickled Pink:** this is great work



**Yellow Brick Road:** find out what you need to do to improve

## Appendix F:



### Remote Education Policy

#### 1. Aims and Objectives

- 1.1. Oakwood School has always strived to be creative and innovative and to support our parents and children in the best way possible to make learning purposeful and holistic. Remote education is not viewed as an equal alternative to attendance in school. We consider it only as a last resort when the alternative to the child would be no education. We are committed to offering remote education only after it has been established that the pupil is, or will be, absent from school.
- 1.2. This Remote Education Policy aims to:
  - Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through the use of quality online and offline resources and teaching videos
  - Provide clear expectations of members of the school community with regards to delivering high quality interactive remote learning
  - Include continuous delivery of the school curriculum
  - Support effective communication between the school and families and support attendance

#### 2. Home and School Partnership

- 2.1. Oakwood School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- 2.2. Where possible, it is beneficial for young people to maintain a regular and familiar routine when working remotely and Oakwood School would therefore recommend that each 'school day' maintains structure, mirroring the school day where possible and appropriate.
- 2.3. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to focus with good levels of concentration.
- 2.4. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.
- 2.5. All children sign an 'Acceptable Use of IT Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

#### 3. Content and tools to deliver this Remote Education Policy

- 3.1. Resources to deliver this Remote Education Plan include:
  - Online tools for EYFS, Pre-Prep and Prep using Tapestry (EYFS) & Google Classroom

- Use of Google Meet for 'live' lessons
- Use of recorded instructional videos and recorded assemblies
- Phone calls home and Google Meet parent/teacher meetings
- Physical materials such as story books and writing tools
- Use of online subscriptions such as MyMaths, Sumdog Maths, Sumdog English & ATOM

#### **4. Roles and responsibilities when remote learning has been deemed necessary for the whole school**

- 4.1. Oakwood School will provide training and induction for new staff on how to use Google Classroom. The roles and responsibilities of the individuals who work in the school are outlined below.

#### **5. Teachers**

- 5.1. When providing remote learning, full time teachers must be available throughout the working day (8.15am – 4.30pm) or for pro-rata times as Part Time teachers, and at allocated timetabled lesson times for specific classes, as per their normal daily/weekly schedule.
- 5.2. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- 5.3. When providing remote learning, teachers are responsible for:
- Setting work: Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Prep School. The work set should follow the usual timetable for the class had they been in school, wherever possible. The work should be published the night before to allow families time to prepare resources and check instructions.
  - Keeping in touch with pupils who aren't in school and their parents: If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
- 5.4. Any complaints or concerns shared by parents or pupils should be reported to a member of SMT or SLT – for any safeguarding concerns, refer immediately to the DSL.

#### **6. Teaching Assistants**

- 6.1. Teaching assistants must be available during their hours of employment as per their normal daily/weekly schedule. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- 6.2. During the school day, the teaching assistant must complete tasks as directed by a member of the SMT or SLT as appropriate, to support the remote learning of pupils at home.

#### **7. Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

#### **8. Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

#### **9. IT - Network Manager**

Oakwood's Network Manager, in liaison with SLT, is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

#### **10. SENDCo**

In liaison with the IT Network Manager, the SENDCo ensures that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

#### **11. Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology
- Ensuring that the school has adequate insurance to cover all remote working arrangements

#### **12. Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling
- Be respectful when making any complaints or concerns known to staff

#### **13. Governing Board**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.