

# DORMANSLAND PRIMARY SCHOOL TEACHING, LEARNING AND ASSESSMENT FRAMEWORK

## IMPLEMENTATION STATEMENT

This document has been created by the staff team to reflect our implementation of the curriculum offered at Dormansland.  
It is underpinned by our fundamental ethos of security, independence and happiness for all learners, recognising that well-being matters above all else

## CORE PRINCIPLES

Every lesson must include

- Explicit instruction
- Appropriate scaffolding
- Guided practice
- 100% participation
- Flexible grouping

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# OUR CURRICULUM OFFER

<b>School Context</b>	<b>School Vision</b>	Inspire			Nurture		Challenge	
	<b>Curriculum Pillars</b>	The curriculum takes into account our different cultures, our local area and our place as a global citizen.	Language-rich environments provide challenge and equality of opportunity for all learners.	New and enriching experiences to create lifelong learners who are able to apply knowledge, skills and make meaningful links.	Our curriculum encourages all learners to be aspirational now and in the future.	An unrelenting focus on embedding key skills and frequent opportunities for rehearsal.	Every learner is exposed to high quality books which promote a love of reading.	
<b>Intent</b>	<b>Curriculum Values</b>	Happiness	Learning	Family	Security	Inclusion	Innovation	
	<b>Threads</b>	Democracy	Social Mobility and Aspirations	Equality and Diversity (Role of Women)	Technology and progress	Environment	Culture and Society	
<b>Implementation</b>	<b>Teaching Foundations</b>	High-quality feedback	Challenging questions	Careful sequencing	High expectations	Engagement and immersion	Purpose	Making links
	<b>Organisation of Curriculum</b>	English and the Arts		S.T.E.M		Global and Spiritual Understanding		Health and Wellbeing
		Our curriculum themes span a half term or one term and are <b>may be</b> centred around a quality text.						
	<b>Terrific Two</b>	Super Starter				Fantastic Finish		
<b>Assessment</b>	Termly summative assessments		Ongoing formative assessment		Low-stakes testing (metacognition)		Pupil voice	
<b>Impact</b>	<b>Quality of education</b> Learners make progress in line with, or better than national expectations.			<b>Behaviour and attitudes</b> Learners approach all challenges and new learning with a positive confidence. A growth mind set allows pupils to take risks with their learning.			<b>Personal development</b> Learners are given the tools to: seek self-improvement; be self-motivated; are open minded; have high aspirations and a lifelong love of learning.	
<b>Evaluation</b>	<b>Regular Review</b>	<b>High quality outcomes</b> Learning has led to a purposeful outcome or product evident in books.		<b>Regular communication</b> Learning is reviewed with all stakeholders in professional discussions and meetings.		<b>Opening up Practice</b> Learning is open and teachers learn and adjust practice in light of what they see.		<b>Improving and changing</b> Learning is reviewed, improved or changed in light of outcomes and expectations.
	<b>Monitoring</b>	Work scrutiny and learning walks		Data outcomes	Pupil Voice	Curriculum Learning Walks		Curriculum evaluations

## Core Principle 1: Explicit instruction

- Clear explanations of outcome (learning intention and specific, transparent success criteria)
- TA/CT to ensure identified children have opportunity to clarify outcome
- Modelling of outcome either through whole class, small group or 1:1
- Teacher/Teaching Assistant checks for children's understanding periodically

## Core Principle 2: Appropriate scaffolding

, p.75

- Use of supportive tools or resource to support all learners
- Reduction of support as confidence and/or knowledge increases

## Core Principle 3: Guided practice

- Use of I do, we do, you do
- The I do and we do must always come before you do to give children a chance to practise
- New information to be presented in small chunks to consider cognitive overload of all children
- Small steps then guided practice to ensure that each small step is mastered
- Use of whiteboards during small step teaching to check for understanding

## Core Principle 4: 100% participation

- Minimal use of hands up
- Talk partners carefully chosen to have positive impact on both learners
- All children are clear of their role when participating
- A variety of strategies are used to gather feedback

## Core Principle 5: Flexible grouping

- Allocated groups are flexible (children can be grouped at the same skill level or with varying skill levels)
- Children are given opportunities to be part of many different groups based on their readiness, interest, or learning style
- Children may be grouped for whole class or small group inputs
- Teachers will monitor groups for impact on engagement and motivation, particularly for low attaining pupils.

## Inspire, Nurture, Challenge

- Appropriate retrieval activities for learners
- Starting point- what can children do and build on this
- Relevant and meaningful curriculum content which is mired in children's experiences
- Appropriate support for SEN/PP learners
- Live, meaningful feedback (Marking and feedback policy)

## Assessment Framework

### Rationale

At Dormansland Primary School, assessment is not a singular activity; it is about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

‘Judgement does not come suddenly; the proceedings gradually merge into the judgement.’ *Franz Kafka, The Trial, 1925*

Two distinct types of assessment are identified and used in our school. These are:

- **Assessment for learning (AfL)**

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

- **Assessment of learning (AoL)**

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

- **Assessment by exception for foundation subjects**

Assessment levels are assumed for all children unless they demonstrate that they have not yet reached the expected standard.



## Assessment for Learning

<b>Purpose</b>	Assessment for learning will: <ul style="list-style-type: none"><li>• Provide insight into pupils' learning for both pupils and teachers</li><li>• Promote success for all</li><li>• Support the target-setting process</li><li>• Enable continuous reflection on what pupils know now and what they need to know next</li><li>• Promote immediate intervention and link judgements to learning intentions</li><li>• Raise standards by taking pupils to the 'edges of their capability'</li></ul>
<b>Implications for teaching</b>	Practitioners will: <ul style="list-style-type: none"><li>• Make standards and objectives explicit to pupils</li><li>• Ensure that all marking is relevant, up to date and focused entirely on the lesson's learning objective</li><li>• Provide regular and frequent oral and written feedback which identifies strengths and the next step for improvement</li><li>• Promote pupil involvement in self assessment</li><li>• Act on insights gained to inform next steps for learning</li><li>• Plan against what children know/can do/understand</li><li>• Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement</li><li>• Engage pupils in rich questioning allowing 'wait' time (time to think)</li><li>• Build in time for focused observation of teacher-directed and child-initiated activity</li></ul>
<b>Impact on learning and on the learner</b>	Children will: <ul style="list-style-type: none"><li>• Know what to do to improve</li><li>• Know what standards are required</li><li>• Know what has been achieved against known success criteria and what to do next</li><li>• Gain confidence, motivation and self-esteem as a learner</li><li>• Increase their awareness and understanding of their own learning style(s) and of how they learn best</li><li>• Improve their own self-evaluation skills</li><li>• Make progress</li></ul>

<b>Considerations for leadership</b>	<p>School leaders will:</p> <ul style="list-style-type: none"> <li>• Ensure responsibilities are clear in relation to assessment activities</li> <li>• Make arrangements to monitor the progress of individual pupils and diverse pupil groups</li> <li>• Monitor the quality of teacher assessment over time</li> <li>• Keep parents/carers informed and involved of their children's progress</li> <li>• Use assessment information to inform the school development plan and identify learning and training needs, including taking a account of diversity and the promotion of equality</li> </ul>		
<b>Methods</b>	<b>Assessment Methods</b>	<b>Teaching Methods</b>	<b>Evidenced by</b>
	<p>Observation  Discussion about work in progress  Questioning to prompt new thinking  Live Marking  Feedback to;</p> <ul style="list-style-type: none"> <li>• specify attainment</li> <li>• identify difficulties</li> <li>• specify improvement</li> <li>• construct achievement</li> </ul> <ul style="list-style-type: none"> <li>• constructing a shared way forward</li> <li>• identify next steps for learning</li> </ul>	<p>Sharing learning intentions  Questioning  Modelling  Scaffolding  Demonstrating  Explaining  Differentiation  Exemplification of standards  Shared criteria for next step  Shared involvement in and construction of activity  Guided tasks  Independent working  Collaborative working and partnerships  Qualitative recording  Routines for pupil self evaluation</p>	<p>Talk  Reflection  Drafting  Profiling  Revisiting  Revising  Exploration  Editing  Interaction and collaboration  Pupils' designing own tasks  Pupils' self evaluation  Pupils' improved self-esteem  Feedback sheet</p>
<b>Record-keeping</b>	<p>Written and verbal feedback to pupils' learning  Teacher annotations on planning, both medium and short term plans  Writing Journey Folder  Interactive displays focusing on learning progress or skills  Pupil self-assessment and peer assessment, e.g. response partners, talk partners, pupil-pupil feedback</p>		



# Assessment of Learning

<b>Purpose</b>	Assessment of learning will: <ul style="list-style-type: none"> <li>• Provide a summary judgement about what has been learned at a specific point in time</li> <li>• Establish national benchmarks about what children can do and about school performance</li> <li>• Show what pupils can do without support</li> <li>• Inform the target setting process</li> <li>• Promote subsequent intervention(s)</li> </ul>		
<b>Implications for teaching</b>	Practitioners will: <ul style="list-style-type: none"> <li>• Provide a periodic summary through teacher assessment and tests</li> <li>• Identify gaps in children's knowledge and understanding</li> <li>• Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning</li> <li>• Implement strategies to accelerate progress to meet local and national expectations (closing the gap)</li> <li>• Mark and measure against scores and levels</li> <li>• Report pupil progress to school leaders regularly and share ideas for how to address any pockets of underperformance</li> <li>• Evaluate interventions regularly, in terms of their impact on progress and highlighting any potential barriers to sustained progress for individual children</li> </ul>		
<b>Impact on learning and on the learner</b>	Children will: <ul style="list-style-type: none"> <li>• Be able to gauge own performance against previous performance</li> <li>• Be able to measure own performance against externally agreed criteria and standards</li> <li>• Have a measure of performance at specific milestones in life</li> <li>• Know what standards and expectations are required</li> </ul>		
<b>Considerations for leadership</b>	School leaders will: <ul style="list-style-type: none"> <li>• Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements</li> <li>• Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment</li> <li>• Involve governors in their accountability role</li> <li>• Keep parents/carers informed and involved of their children's progress</li> <li>• Use assessment information to inform the school development plan and identify learning and training needs</li> <li>• Monitor the impact of the planned curriculum and compare performance across different subjects</li> <li>• Analyse data to identify groups at risk and to focus intervention on underachieving groups</li> </ul>		
<b>Methods</b>	<b>Assessment Methods</b>	<b>Teaching Methods</b>	<b>Evidenced by</b>
	Testing Explicit test focus Statutory Assessments Marking against criteria to ascertain level Time limited tasks Closed tasks Observation	Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities	Finished product Pupil's own work, including speaking and listening (ie assessment of oral competence)



		Independent working Undifferentiated task Tiered task/tests Quantitative recording	
<b>Record-keeping</b>	Annual Reports to Parents SATs Test results, both statutory and non-statutory, e.g. NFER, PIRA Pupil tracking Provision mapping and planning including records of interventions used with pupils Moderation exercises: school, cross-school and LA based Any additional records found useful by teacher or teaching assistant Termly intervention evaluations Assessment by exception on progress statements in foundation subjects		

## Assessment schedule

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole school
<b>Autumn September</b>	baseline	Bugclub level	Bugclub level	Bugclub level Reading/spelling age	Reading/spelling age	Reading/spelling age	Reading/spelling age	Target setting
<b>Autumn October</b>	Writing stimulus EYFS on entry data	Writing stimulus	Writing stimulus	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus SATs past Fluency rates	Settling in reports
<b>Autumn November</b>	Target setting	Bugclub level Phonics screening past	Bugclub level NFER	Bugclub level NFER	NFER	NFER		Parent consultations Writing moderation
<b>Autumn December</b>	Bugclub level Twinkl maths							Insight – data drop
<b>Spring January</b>		Bugclub level	Bugclub level Retake phonics past	Bugclub level			SATs past	
<b>Spring February</b>	Writing stimulus	Writing stimulus	Writing stimulus	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus	
<b>Spring March</b>		Bugclub level Phonics screening past	Bugclub level NFER	Bugclub level NFER	NFER	NFER		Writing moderation Reports to parents Parent consultation
<b>Spring April</b>	Bugclub level Twinkl maths		Retake phonics past Past maths SATs			GPS past SATS	SATs past	Insight data drop
<b>Summer May</b>		Bugclub level	SATs	Bugclub level PIRA	PIRA	PIRA	SATs	
<b>Summer June</b>	Writing stimulus GLD data Twinkl maths	Writing stimulus NFER Phonics screening	Writing stimulus SATs Writing moderation	Writing stimulus NFER	Writing stimulus NFER Multiplication test	Writing stimulus NFER GPS past SATS	Writing stimulus SATs Writing moderation	Writing moderation
<b>Summer July</b>	Bugclub level	Bugclub level	Bugclub level	Bugclub level				Insight data drop Summary report to parent