

SWANMORE PRIMARY SCHOOL

Learning for Life Policy

Statement of Intent

At Swanmore Primary School we are committed to providing a warm, caring and safe environment for all of our children so that they can learn and play in a relaxed and secure environment that encapsulates Christian beliefs.

We strive for every child to experience success and achieve more than they thought they ever could. As a school we have the belief that 'intelligence' is not a fixed attribute but one that can be developed. We are aware that we are teaching children for a future that we do not know and we are striving to help children prepare for that.

We believe that children's efforts play a vital part of society and it is important that children understand they can play an important role in creating a positive community.

Aims and Objectives of this Policy

The aim of this policy is to set out the school's shared understanding and approach to 'lifelong learning' that will support the children beyond their time at Swanmore CE (A) Primary school. This 'sits' under our Mission Statement of Learning for Independence, Friendship and Excellence. The implementation of this policy will allow everyone in the school to have an understanding of the approaches we use and why they are adopted. We look to encourage 'active learning' where individuals have an enquiring, curious mind which proactively seeks to learn. In essence we ask 'why?'

What will we see in active learners' behaviour?

Learners- children and adults- will show:
enthusiasm, energy, a positive attitude to work and risk taking, working beyond their 'comfort zone' and excitement for learning.

We look to support the children's persistence and resilience with tasks so they are independent and self motivated with 'enquiring minds'.

We aim to develop learners that are not only able to peer mentor and teach but also seek out peers to learn from.

What will we see in active learning?

Planning will be adapted to suit the needs of the learners and will use active and involving experiences that are well resourced and link to a clear and relevant Learning Intention that offers appropriate challenge and progression for the learners.

There will be an ethos within the learning environment that support learners to have the confidence to try and understand it is OK to make mistakes, so we can learn from them.

Some of these experiences will be planned and created by the children so there are opportunities for child initiated learning.

There will be a range of questioning, including open ended ones, to allow learners to extend their thinking and be creative and make links between learning experiences.

Children's attainment and progress will be assessed on a regular basis to inform their future learning. This will happen during and following each lesson, ready for the next and at the end of each half term. (The detail sits within the Assessment Policy)

What Learning Habits for Life do we look to foster?

We will adopt the 5 'MAGIC' Learning Habits:

Motivation
Attitude
Gumption
Individuality
Communication

As a school we have defined these habits for life as:

Motivation- a learner's 'drive' to achieve, try and to progress.

Attitude- positive behaviour (social and learning) which shows an open and optimistic mind.

Gumption- resourcefulness and initiative that allows the learner to work outside of their comfort zone and try new ideas to solve problem and learn from mistakes.

Individuality- An awareness of our own needs and self, as well as an acceptance of responsibility for one's actions. This awareness sits within an empathy and understanding and respect for others.

Communication- self expression, and understanding of the way we interact in a community. An understanding for the need for good manners, an awareness of body language and relationships.

Appendices

Assessment and Feedback for Learning

Swanmore uses both formative and summative assessment to inform future learning. The purpose of Assessment is to inform the current and future Learning.

Aspirations:

We aspire for our children to attain security in their year band by the end of the year. We set the challenging target of 85% of the cohort to attain this security in reading, writing and maths. In addition to this attainment target, we set the progress target of children moving 6 'blocks' of progress across the year. This ensures that children not at the attainment levels we aspire to, still have a fair gauge of progress based on their starting points.

Children on interventions aim to make twice the rate of progress on the respective programme than children not on a programme.

All children can make progress, we aspire for all children to achieve at least the school's 'aspired progress'. It is recognised that this may not happen at an even rate and at a regular stages through the year.

This can take different forms and targets can be set from:

Time Frame	Sourced From	Recorded (where appropriate)
Classroom		
Lesson(s)	Learning Objectives	Could be in the form of: <ul style="list-style-type: none"> • 'traffic lighted' work based on examples • Self-assessment against the LO • 'Let's check' sheets • response from pupil • marking from class teacher • Green/red discs/cups • Lolly stick on question • A,B,C,D cards • Day Book
Week/Unit	Unit objectives from planning	<ul style="list-style-type: none"> • 'Let's check' sheets • End of unit assessments
Termly	Needs identified from previous learning	Targets extracted from the end of year attainment statements are used as a foci for the particular term.

Ongoing	L.O Let's check	<ul style="list-style-type: none"> • response from pupil • marking from class teacher
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Time Frame	Sourced From	Recorded (where appropriate)
Whole School		
Half Termly	End of Year Statements	Target Tracker
Termly	End of Year statements Puma/Pyra test results	Target Tracker is updated (recognised not all children will move each half term) Data could be sourced from Tests, book samples, end of year statements, Key performance indicators. Teacher Assessment rules
Termly	Essex Tracker	Assessment Co-ordinator to update and produce data and headline information for all Vulnerable groups and Pupil Premium children

In essence, lessons use formative assessment, end of year target statements and Target Tracker are updated at the end of each half term and Steps progress updated on Target Tracker at the end of each term (Nov/Feb/May). Assessment meetings take place at the beginning of each term.

In the core subjects teachers will use informal assessment notes to note children that did not achieve the Learning Objective and those that easily met it so future learning can be adapted. Annotations will be made to the planning to reflect this. Both planning and assessment notes will be shared with respective coordinators.

Learner's need to be involved in their own assessment too so they are aware of where their learning is and what they need to do in their next steps.

Marking and Feedback for Learning

Swanmore uses marking celebrate work and to inform future learning. The purpose of marking is to continue to extend the learning process for the learner. It may include:

- A Fix-it/Make A Difference comment**
- Where appropriate, allow children the opportunity to respond/improve**
- Where appropriate, marking against set/agreed criteria.**

Time Frame for Marking	Within a week of the lesson but before the following session	
Forms of Marking	<p>Could include:</p> <p>Sharing between children (Gallery marking)</p> <p>Self marking- identifying examples to demonstrate criteria in red pen</p> <p>Peer marking- identifying examples to demonstrate criteria in red pen</p> <p>Adult marking (Corrections done in a different colour)</p> <p>'Zero tolerance' spellings</p> <p>Adult's marking will be completed in Green</p>	
Marking Codes Recorded as- (where appropriate)	Early Years* & Key Stage I All work is dated	
	I *	Independent Supported
	S *	Supported
	~~~	Correct it
	^	Something missing
	✓	Good (within work)
	✓✓	Very good (within work)
	D *	Discussed with child
	☺ *	Good piece of work
	Sticker awarded *	Very Good piece of work
	PIP	Pride in Presentation
	HP	House point
	TT	Target Time
	Initial of supply/HLTA/TA	If someone other than the regular class teacher is marking the book.
Time Frame for Marking	Within a week of the lesson but before the following session	
Forms of Marking	<p>Could include:</p> <p>Sharing between children (Gallery marking)</p> <p>Self marking- identifying examples to demonstrate criteria in red pen</p> <p>Peer marking- identifying examples to demonstrate criteria in red pen</p> <p>Adult marking (Corrections done in green)</p> <p>'Zero tolerance' spellings</p> <p>Adult's marking will be completed in Green</p> <p>Day book used to record who got it in Yr1 and Yr 2</p>	

<b>Key Stage 2</b>		
Marking Codes Recorded as- (where appropriate)	I	Independent
	S	Supported
	TA	Added if TA
	~~~	Correction
	Sp	Spelling error
	(H)	Homophone
	^	Missing word(s)
	//	Paragraph
	?	Unclear
	G	Good
	VG	Very good
	MP Y6 Only	Merit Point
	HP	House point
	D	Discussed with child
	(P)	Punctuation error
	FIX IT-Yr3/4 M.A.D (make a difference) Yr 5/6	Child to amend/improve a piece of work
	MERIT	Merit for excellent work for the child
	HTA (Head Teachers Award)	For exceptional work
	TT	Target Time
	Initial of teacher	If someone other than the regular class teacher is marking the book.
	✓	Good (within work)
	✓✓	Very good (within work)

Marking:

Year R

Feedback to work given orally
Coding used where appropriate.

Year 1

Autumn Term: WALT given orally at start and during lesson, written on the board and stuck in book.

Spring Term: As Autumn, plus...I can pictorial self check.

Summer: Term: Towards the end of the Summer term, self checklist for writing.

Year 2

WALT written on board and in books with traffic light self-assessment.
Self-check used for sustained pieces of writing.

Year 3 + Year 4

ENGLISH: WALT stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment

Let's Check – used for key pieces of work

MATHS: WALT stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment includes equipment used

Year 5 + Year 6

ENGLISH: WALT stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment

Let's Check – used for key pieces of work

MATHS: WALT stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment

KS2

Writing will be done in pencil until a pen licence has been achieved and then in blue pen.

FIX IT/M.A.D will be done in black pen

Marking codes will be stuck in the pupils English books

Reviewed by:	Jon Flynn, Assessment Co-ordinator & Deputy Headteacher
Date:	October 2017
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