



The Etchells Way

Working together to ensure all our children reach the highest standards and make the best possible progress

This is how we...



enable great learning



make useful and accurate assessments



provide meaningful feedback



manage the workload of teachers

Enabling Great Learning

- ✓ Learning Challenges should be shared with the pupils and be set out on each piece of work as 'LC:'. Learning challenges should focus on skills and knowledge for the subject that is the main focus of the lesson
- ✓ Layered success criteria to be used to enable open-ended differentiation and to allow all children to challenge themselves and be clear about their next steps in learning (Chilli Challenges or Steps to Success). Success Criteria can be drawn up with the children
- ✓ Children are not to be grouped by ability. Group names should be used for classroom organisation only. Traffic light groups, stickers etc not to be used or referred to. On occasion, it may be pertinent to have groupings for SEND or more able children
- ✓ Growth mindset to be embedded in all year groups
- ✓ The six core values should underpin all teaching and learning:

enjoyment creativity resilience independence challenge aspiration

- ✓ Impeccable behaviour for learning is established and maintained through consistent use of the 'Bee Rules'

Be kind Be a good listener Be hard working
Be respectful Be responsible



Presentation

- Start all work using DUMTUM. Date/title on left
- Long date (no year) in English and topic, short date in maths eg 5.5.23
- Titles are the Learning Challenge for that lesson (LC). LC and SC can be printed on labels
- Only trimmed worksheets to be stuck in books - (not folded in half and ideally portrait)
- Cursive writing may be introduced in Reception and children to apply to independent writing during KS1. Joined, cursive writing should be an expectation in KS2, though still needs to be practised and taught unless there is a specific SEND
- BLUE handwriting pen (not biro) to be introduced when pupils have developed a clear and consistent cursive script; errors to be crossed out with single line; corrections, edits, reasoning and feedback reflections done in purple pen
- In maths, 1 digit should be written in each square; fractions across 2 squares
- Scribbling, doodling, careless work NOT to be accepted

Providing Meaningful Feedback

Teachers are not expected to make written comments on all pieces of work. In order to keep feedback manageable and meaningful, these guidelines should be followed:

- * Marking with pupils during the lesson in green pen should be encouraged as this gives immediate feedback
- * Pupils not working directly with a teacher or TA may be completing practical work, large paper tasks, iPad supported tasks etc. This work is not expected to be marked and does not always need to be photographed for books. A photographic record may be kept on the class website page or ClassDojo
- * Time needs to be planned during allocated English and Maths lessons for feedback to be followed up and corrections, responses or editing flaps to be made (not during other curriculum lessons) This principle should be applied across the curriculum where relevant
- * Peer marking and self-assessment should be taught and modelled. Check lists and use of success criteria can be used to support this, keeping the process effective & focussed
- * Where 'Teacher chat', 'verbal feedback' or '1-1 supported re-visit' is used, it is useful to see evidence of purple pen corrections, improvements or reflection, though further comments are not needed.
- * Staff are encouraged to be innovative in their feedback strategies. Good examples have included whole class feedback sheets with self selection targets; printed hot questions/next steps; marking ladders; pupil reflection and reasoning comments in purple pen, sharing of good examples
- * Mark with ticks and dots (to show where corrections are needed)
- * Lines to be drawn with a ruler and green pen to show that a response is expected
- * Marking keys relevant to the age phase are displayed for pupils to reference

Following codes to be used	
Ch	In the moment challenge
---	Editing response needed
Re	Pupil to go to teacher to re-visit work
sp	Spelling
.	Dot (not cross) to show an error

Additional EYFS Codes	
I	Independent
S	Supported
CI	Short for CIPL (child initiated play and learning)
Ns	Next step
C	Correction
Sc	Self Correction

Making Useful and Accurate Assessments

- ◆ Age Related Expectations (ARE) sheets to be stuck in the front of English and Maths books. Y1 keep AREs separate and in a file
- ◆ Statements to be highlighted when met and dated when seen (does not have to be evidenced in books all the time).
- ◆ 'ARE' maybe written on a piece of work to indicate where it has been met
- ◆ 'ARE met: tick' can be put on pieces of work to show whether the pupil has met the expected standard
- ◆ Assessed written work is dated against the AREs
- ◆ Summative tests are carried out at the end of each term: NFER is used for reading and maths. Year 2 and 6 SATs papers may also be used
- ◆ Teachers are to make a judgement whether their pupils are expected to meet the Age Related Expectation by the end of the year using both formative and summative assessments. This is recorded in SIMs at the end of every term. Staff meeting time is given for this task
- ◆ Progress meetings are held at the end of the Autumn and Spring terms - these are held during the school day and not in teachers' own time.
- ◆ Parents are informed about the attainment of their child and whether they are making the right amount of progress during Parents' Evenings; the ARE assessment sheets are available for them to see
- ◆ Foundation assessments are kept simple and manageable. They can be based on the Chilli Challenges and assist with the monitoring of progress. The recording format is consistent to each subject and kept in the Etchells Curriculum folder. This should be regularly updated

The Etchells Way must be shared with all supply staff and student teachers