







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: To'. 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)
- ✓ 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.
- ✓ Mixed ability teaching to be used wherever possible. It may be pertinent to have groupings for more able or SEN children, but not for all lessons
- ✓ 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 in English and topic, short date in maths
- Titles are the Learning Challenge for that lesson (LC). Can be printed on labels for KS1/EYFS
- Any worksheets to be stuck in books - open and trimmed (not folded in half) Folders not to be used for sheets
- 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
- BLUE pen to be introduced when pupils have developed a clear and consistent cursive script; errors to be crossed out with single line; corrections done in purple pen
- In maths, 1 digit should be written in each square

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 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 marking and feedback to be followed up and corrections and responses 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
- * 'Page to mark' can be used for longer pieces of writing when the teacher is providing feedback with the pupil
- * 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	Pupils should do a challenge set on board/printed label/IWB
c	Corrections should be completed
Re	Pupil to go to teacher to re-visit work
?	Editing needed

Making Useful and Accurate Assessments

- ~ Age Related Expectations (ARE) sheets to be stuck in the front of English and Maths books.
- ~ Statements to be highlighted when met and dated when seen (does not have to be evidenced in books all the time). Reading ARE sheets to be kept in separate folder
- ~ 'ARE' maybe written on a piece of work to indicate where it has been met
- ~ 'ARE met: yes / no' can be put on pieces of work to show whether the pupil has met the expected standard
- ~ Summative tests are carried out at the end of each term: PIRA is used for reading and White Rose Hub assessments for maths. (these may be adapted to match what has been taught)
- ~ 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.
- ~ Teachers need to have clear understanding of the starting points of all their pupils (PAG: Prior Attainment Group) and whether they are on track to make the expected amount of progress. This is discussed in the progress meeting and interventions and actions are planned for those not on track
- ~ Parents are informed about the attainment of their child and whether they are making the right amount of progress during Parents' Evenings and the ARE assessment sheets are available for them to see
- ~ Foundation assessments are kept simple and assist with the monitoring of progress. The format is pertinent to each subject and not generic.

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