

Staynor Hall Primary Academy Planning for Progress Policy

Based upon the EEF recommendations for Metacognition and self-regulated learning the planning for progress policy rational:

- Teachers should support pupils to plan, monitor, and evaluate their learning
- A series of steps—beginning with **activating prior knowledge** and leading to **independent practice** before **ending in structured reflection**—can be applied to different subjects, ages and contents.
- **Challenge is crucial** to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.

Planning for progress non-negotiables

At the start of a half term topic:

- You must share the context of the learning with children:
- Start of topic memory lane:

What subject are we learning about? Why are we learning about this? Where does it fit in the curriculum/year? What are we going to learn by the end of the day?

Slides for all lesson slides MUST included:

- Learning journey slide
- Starting point - 'recap'
- What subject they are learning about - History, Geography etc.
- **What are we going to be learning** - 'To' statement taken from weekly subject planning
- To conclude EVERY lesson there must be - 'What have we learnt today?'

Writing

- Green highlighters identifies LO met
- Purple highlighter identifies where the LO or prior learning has not been met
- LO will indicate the level of support given
- Each lesson teacher's refer to the learning objectives
- Specific targets are given for every child after an independent write
- Editing is made in green pen or pencil
- Children in KS2 use a coloured pencil to identify the area they want to improve in their big write
- Peer feedback takes place throughout the lesson
- Live feedback is used during lessons

- Moderation every cycle

Maths

- Green highlighters identifies LO met
- Purple highlighter identifies where the LO has not been met
- LO will indicate the level of support given
- Editing is made in green pen or pencil
- Have a go tasks are used to assess recent learning
- Live feedback is used during lessons
- Learning objectives are referred to every lesson
- A weekly objective sheet indicated the progress mapped out for the week

Other curriculum areas

- Green highlighters identifies LO met
- Purple highlighter identifies where the LO has not been met
- LO will indicate the level of support given

EYFS

- In the EYFS, 'adult and child in the moment interactions' are highly valued. These key moments provide adults with opportunities to consolidate previous learning and provide challenge to extend thinking.
- Staff are expected to record key learning moments as observations on Tapestry and share these with parents.
- Each week staff are expected to discuss different focus children, their interests and next steps in phase meetings.
- During small group and class sessions, adults encourage children to share what they know and remember about their learning.
- Calendar created with data capture key dates on.

Presentation of work

Aim

We aim to be consistent in the presentation of children's work across all years so that children demonstrate pride in their work. To achieve this:

- Most children from Year 2 - Year 6 will be expected to use cursive handwriting

-Year 1 to start when appropriate.

- Handwriting will be taught using pre-cursive letter formation where appropriate from Year 1.
- Early Years children will not use cursive letters as these are taught through Year 1.
- Children will write in pencil. In KS2, when it is appropriate, children will be given a pen.
- Children who struggle with handwriting and pen control will be provided with appropriate pens/pencils to aid pen control.
- In KS2, when a mistake is made, the expectation is that a single line is drawn through the mistake.

Monitoring and evaluation

Implementation of this policy will be monitored through looking in books, learning walks, talking to children and teacher tracker.

Summative assessment

- Summative assessment in core subjects is captured maximum 3 times per year (this varies depending on year group)
- KS2 (KS1 in the Summer term) children will be assessed using PiXL assessment and will be used to inform formal pupil progress meetings 3 times per year