



**East Anglia Schools Trust**  
Achieving Success Together



# **EAST ANGLIA SCHOOLS TRUST**

# **TEACHING AND LEARNING POLICY**

**Chair of Governors/Board of Directors signature:**

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**Date:** 24<sup>th</sup> May 2017

**Review Date:** Summer term 2019

## East Anglia Schools Trust - Policy for Teaching and Learning



Schools within East Anglia Schools Trust are passionate about promoting and instilling a love for learning through an irresistible curriculum for all our children. We aim to provide pupils with the knowledge and skills needed to become independent learners and thinkers; prepared and ready to become lifelong learners.

We use the Creative Learning Journey (CLJ) as the basis for our curriculum planning, informed by the National Curriculum. This creative approach enables us to integrate the areas of learning in order to make learning meaningful, relevant and engaging. As well as the cross curricula opportunities there are also discreet lessons in areas such as maths, phonics, spelling etc.

At Cliff Park Infant and Junior Schools, we believe that learning has no limits, every child can, and will succeed and is based upon a collaborative process between adults and children; children and their peers and between school and home. We firmly believe in our children taking responsibility for, choice within and ownership of their learning and that they are all capable of achieving anything they want to.

### Our Aims:

- For children to be independent learners and thinkers.
- To promote curiosity and inspire a love of learning.
- To provide a fun, varied and appropriate curriculum for all.
- For children to value themselves and others.
- To foster a sense of belonging to a community, where school and home work hand in hand.
- To learn and use skills that will help everyone to become good citizens and understand the importance of British Values within our society
- To nurture the personal, social, moral, spiritual and cultural development of individuals to become caring and responsible people.
- To ensure that all children have equal access to broad, relevant and stimulating opportunities to learn.

### Effective Teaching and Learning

Learning is a continuous process which involves acquiring knowledge, skills and concepts, and developing positive and worthwhile attitudes. At East Anglia Schools Trust we strive for “Quality First” Teaching at all times to promote active learning.

➤ **Quality First Teaching:**

- helps children to recognise and value their achievements and successes
- builds on what learners already know
- builds secure foundations for subsequent learning
- makes learning exciting and real
- makes learning an enjoyable and challenging experience
- develops the full range of learning skills across the curriculum
- actively involves children in their learning.

➤ **Effective teaching and learning:**

This takes place in an environment in which:

- relationships provide a confident and positive atmosphere
- it is stimulating, purposeful and where children's work is valued and displayed appropriately
- a culture of self-evaluation prevails
- there is room for reflection
- learning is valued
- there is mutual respect between all members of the school learning community
- no-one is afraid of making mistakes
- lessons are well-paced; teachers vary pace to match the task and children's needs
- support from home is encouraged

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective use of 'teacher talk' time
- Appropriately effective resourcing
- High quality questioning
- Quality Interaction between teacher and pupil, and pupil and pupil
- Appropriate pace and use of time
- Enthusiasm
- Fun, memorable and irresistible delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning
- Elements of visual, auditory and kinaesthetic learning
- Follow up feedback through effective, interactive marking
- Ensuring children have opportunities which enable them to enrich their learning e.g. Cooking, gardening, outdoor learning, role play areas

### **Our Learning Environment**

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. We strive to make our classrooms attractive learning environments. Each classroom has well-ordered clearly labelled resources. We

change displays regularly to ensure that the classroom reflects the topics studied by the children giving them opportunities to display their work at some time during the year.

## Our Planning

### ➤ Long-term planning and curriculum framework

Our planning ensures effective, efficient and creative delivery of the National Curriculum and The Practice Guidance for Early Years Foundation Stage. Long-term plans have been designed to encompass a range of subjects and the development of skills. Teachers work in year group teams to produce half termly or termly plans for their year groups. Our staff planning focusses on key skills and opportunities to develop these in a thematic way which will motivate and inspire our children. Subject progression is mapped throughout the school.

### Our plans ensure:

- knowledge, skills and concepts are developed systematically from year to year.
- best use is made of links between subjects.
- effective links enable children to apply the knowledge and skills learnt in one subject to others.
- opportunities for extending learning are planned for.

We ensure that English and Maths skills are taught through dedicated sessions, and recognise that some aspects of the National Curriculum have to be taught outside the theme chosen, and this takes place where appropriate.

### ➤ Medium-term and short-term planning

Our medium-term plans set out the work to be covered in one half-term or term. Creative Learning Journey resources are used in the Infant and Junior Schools in support of creative planning. These plans have been developed from a variety of sources including:

Short-term plans set out work to be covered in a week, 2 weekly period or lesson. These plans will outline Learning objectives and Learning Questions, opportunities for Assessment for Learning, Active Learning and links across subjects. All plans must identify the expectations and opportunities for children with Barriers to Learning, and for those children identified as Able. Personalisation is essential for moving learning forward.

### ➤ Effective Questioning

We recognise that skilful and well-planned questions are crucial to effective teaching, learning and assessment. Our questions focus children's thinking on the key points. Teachers and other adults model good questioning to help and encourage children to ask their own questions and to further or clarify their learning and understanding. (See appendix 1 for example question stems)

### ➤ Assessment

Assessment can take many forms and can be used for different purposes. It is embedded in teaching and learning and is an essential part of this. Effective Assessment for Learning happens all the time in the classroom and involves:

- promoting trusting relationships
- valuing attitudes to learning

- encouraging and building self-esteem
- sharing learning objectives or intentions with children
- helping children know and recognise the standards they are at now and those they are aiming for
- providing feedback that helps children to identify how to improve; recognising their next steps and how to take them. Written feedback uses the “Green for great, Pink for Think” formula.
- believing that every child can improve in comparison with previous achievement
- both teachers and children reviewing and reflecting on performance and progress
- children learning self-assessment techniques to discover areas they need to improve

We acknowledge that there are two main types of assessment which fulfil important yet different roles.

Formative assessment – assessment **for** learning – is an active and on-going process in the classroom between the teacher and the child. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work. For more information, please see Marking and Feedback Policy.

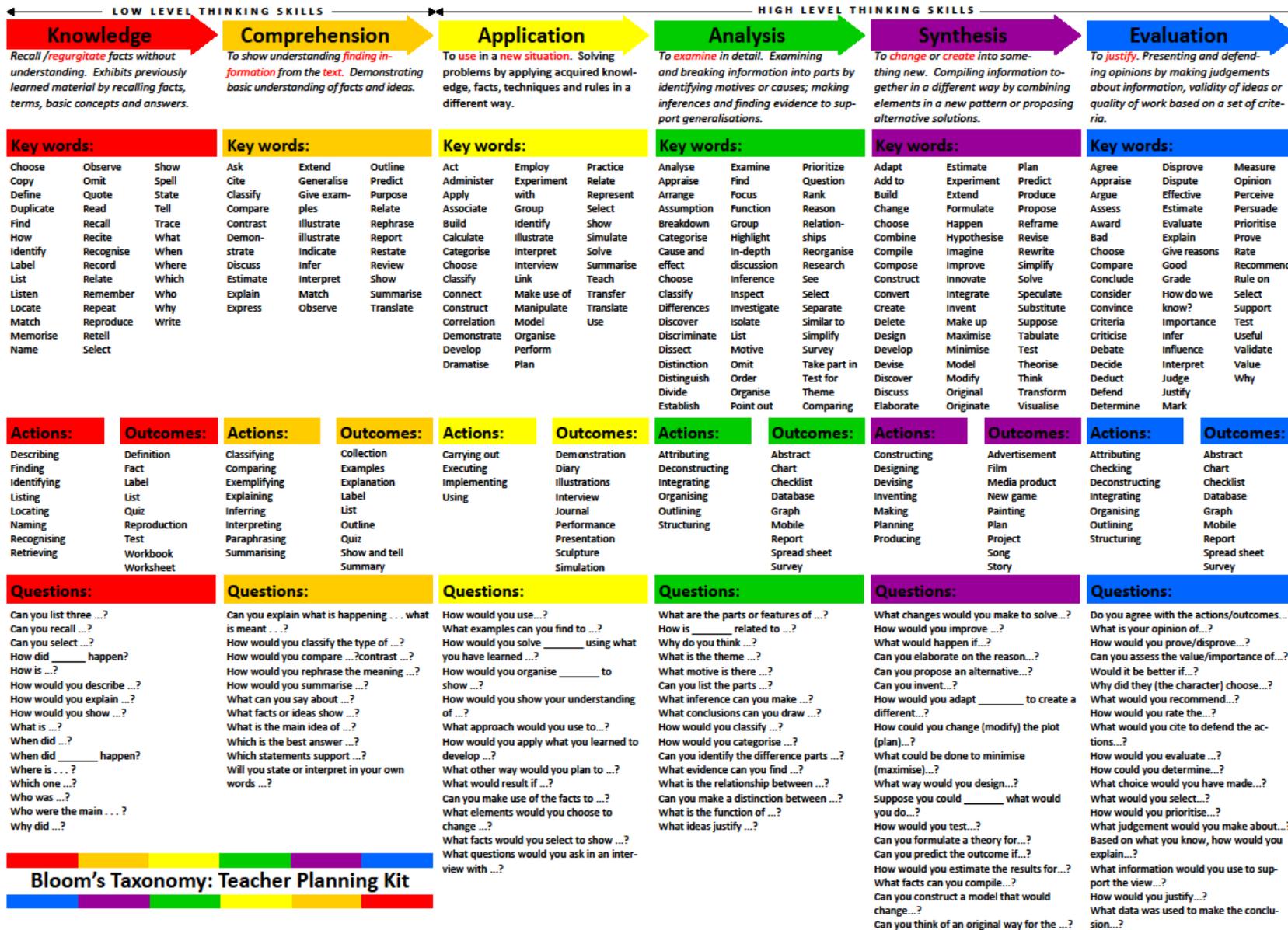
Summative assessment – assessment **of** learning – is the means by which the progress of children is monitored. This includes end of unit or theme tests and teacher assessments, optional tests as well as statutory end of key stage assessments.

The monitoring and evaluation of teaching and learning is carried out at all levels within the school from the Strategic and Leadership Teams to subject leaders, class teachers in a coaching capacity as well as from members of the Governing Body.

## **Inclusion**

Within the East Anglia Schools Trust, we aim to have fully inclusive school communities and to involve all members of each school community in decision-making and school development. We regard staff, parents and children as undertaking a joint enterprise to make learning exciting and positive for everyone. We are all members of a team working co-operatively to this end. Our aim is to provide the best possible learning experiences for all; this includes giving necessary support to individuals or groups of pupils who require something extra to meet their needs.

# Appendix 1 - Guidance and support for Questioning.



In order that learning is embedded, a range of higher order questions would be expected to enable pupils to explain and develop their understanding. Below are a sample of higher order question stems.

<b>Analysis – classify, contrast,</b> How would you classify ..... What conclusion can you draw/see/infer.... Can you identify..... What ideas justify..... How else could you ..... How many other ways could you sort .... How else could you find out...	<b>Synthesis – organise, re-organise, order</b> Review what you have done and.... How can you link..... Elaborate on your reason..... What would happen if... What pattern did you see when.... Why do you think..... What tell you that.... What can you conclude from/about.. What is the same about.... What is different about.... How can your ideas be grouped/ sorted/organised...	<b>Evaluation – argue, assess, choose, compare, conclude, decide, evaluate, justify, prove</b> What other strategies could you use. How would you organise/prioritise... What would you use to justify your choice/decision/answer about..... What would you change/ do differently... What have you discovered about... Why do you think that.... How do you know that you have found all the reasons/ possibilities... How could you do this another way...
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## Appendix 2 - Cliff Park Junior School Feedback and Marking guidance.

***My teacher marks my work and lets me know  
what I have done well, what I need to do to improve  
and what my next steps for learning are.***

### **Why do we mark children's work?**

Our feedback and marking policy ensures that children know and understand what they have done well and are supported in how they can improve their work. Feedback and marking is a collaborative process that can, and should involve children and adults in a reflective, open partnership. When children edit and/or correct their work either through peer or self-assessment this will be completed in purple pen. Wherever possible, teachers are encouraged to assess and offer live feedback during learning time. Teachers complete daily marking and evaluation grids following daily core learning sessions which form the basis of, and inform next steps planning. The grids identify successful learning which is celebrated with pupils in the subsequent lessons as well as common misconceptions and errors and identify follow up intervention/reinforcement (pick and fix). This will be carried out with adult support and demarcated in books with the 'pick and fix actioned stamp' and using purple pens.

### **How do we mark children's work?**

**The principles behind our marking policy are as follows:**

We do not have the expectation that teachers write comments in books on a daily basis however all books will have been viewed by the teacher. Written comments (using the 'pink for think' and 'green for great' system in line with CPIS) are used at pivotal points throughout the writing process.

### **Guidance for marking.**

#### **Maths.**

- Daily overview of books/work and completion of daily marking and evaluation grid to feed into planning for next day.
- Live marking where appropriate.

#### **English.**

- Daily overview of books/work and completion of daily marking and evaluation grid to feed into planning for next day.

- Significant or extended pieces of writing during phases 2 and 3 need to be pink and green marked. Examples include description of settings, character profiles however word banks etc. do not need marking.
- Drafting for phase 3 needs to be deep marked in green only for each child against success criteria so that children can edit in response to success criteria that has not been met.
- Cold and hot tasks to be identified in books using blue (cold) and red (hot) stickers. Hot write is the child's draft following teaching input and not the final edited version.

**Spelling errors.**

- Spelling errors (linked to expected known key words - appropriate to age/ability, taught patterns, dates, topic words etc.) need to be identified in books (using pink marking) and then these need to be incorporated into weekly 'lesson 3' read, write, spell activity – children then have individualised spelling log.

**Topic/Science.**

- Final outcome pieces to be pink and green marked against success criteria.

**Homework.**

- All homework to be marked with/by pupils during lessons.

**Follow up/pick and fix sessions.**

- If children have been identified for additional work as they not achieved lesson intention, they need to be highlighted on 'further action'. The adult who carries out the remedial action stamps the child's book to indicate there has been pick and fix action. Once pick and fix has occurred, if it has required work in books, this needs to be done in purple pen. If pick and fix has been through the use of whiteboards, practical activities then it does not need putting in books e.g. photocopies etc. although the child's book needs to be stamped. The marking grid needs updating with action (date and initials).

**Presentation/Successful Learning.**

- Presentation issues need to be addressed with individual children
- Successful learning to be used as WAGOLL, recorded on working walls.

Appendix 2.1

English Marking and Feedback Evaluation Grid.		Date:
Common GPS errors/ Common misconceptions	Further action required	Pick and fix follow up (By whom/when?)
Successful learning	Presentation	

## Appendix 2.2

<b>Maths Marking and Feedback Evaluation Grid.</b>		<b>Date:</b>
Common errors/ Common misconceptions	Further action required	Pick and fix follow up (by whom/when?)
Successful learning	Presentation	

Cliff Park Junior School

Assessment and Moderation Calendar.

It is an expectation that all teachers conduct pre-assessment tasks prior to new learning units/blocks in order to ensure the needs of all learners are identified and addressed.

All teachers need to compile and analyse their test data in order to identify common misconceptions and errors and ensure that opportunities are planned for within the following teaching sequences to address these.

All test scores and test data (question analysis) to be given to Jackie Huggins – also see subjects for additional information.

	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
<b>Maths</b> All test data (question analysis) to be given to <b>Mike Walsh</b> for whole school analysis	White Rose arithmetic and reasoning papers (Y3,4,5,6) Y6 - September – Maths baseline	Teacher Assessment via Pupil Asset	White Rose arithmetic and reasoning papers (Y3,4,5,6)	Teacher Assessment via Pupil Asset	White Rose arithmetic and reasoning papers (Y3,4,5)	Teacher Assessment via Pupil Asset
<b>Reading</b> All test data (question analysis) to be given to <b>Frances Codling</b> for whole school analysis	Ongoing ERIC based reading portfolio. Y 3,4,5 half term ERIC 'comprehension' style extracts demonstrating range of text types, genres and skills covered. Y6 – PIRA	Ongoing ERIC based reading portfolio. Y 3,4,5,6 – PIRA	Ongoing ERIC based reading portfolio Y 3,4,5, 6 half term ERIC 'comprehension' style extracts demonstrating range of text types, genres and skills covered.	Ongoing ERIC based reading portfolio. Y 3,4,5,6 – PIRA	Ongoing ERIC based reading portfolio. Y 3,4,5, 6 half term ERIC 'comprehension' style extracts demonstrating range of text types, genres and skills covered.	Ongoing ERIC based reading portfolio. Y 3,4,5 – PIRA
<b>Writing</b>	Ongoing pieces of English and cross curricular writing – kept in writing portfolio (minimum of 1 piece per half term/topic)	Ongoing pieces of English and cross curricular writing – kept in writing portfolio (minimum of 1 piece per half term/topic)	Ongoing pieces of English and cross curricular writing – kept in writing portfolio (minimum of 1 piece per half term/topic)	Ongoing pieces of English and cross curricular writing – kept in writing portfolio (minimum of 1 piece per half term/topic)	Ongoing pieces of English and cross curricular writing – kept in writing portfolio (minimum of 1 piece per half term/topic)	Ongoing pieces of English and cross curricular writing – kept in writing portfolio (minimum of 1 piece per half term/topic)
<b>GAPS</b> All test data (question analysis) to be given to <b>Frances Codling</b> for whole school analysis	Rising Stars GAPS assessment tests (Y3,4,5,6)	Rising Stars GAPS assessment tests (Y3,4,5,6)	Rising Stars GAPS assessment tests (Y3,4,5,6)	Rising Stars GAPS assessment tests (Y3,4,5,6)	Rising Stars GAPS assessment tests (Y3,4,5)	Rising Stars GAPS assessment tests (Y3,4,5)
<b>Science</b> Empriibox assessment data to be passed to Jackie Huggins	Empiribox unit assessment <b>prior</b> to teaching the unit	Empiribox unit assessment at the <b>end</b> of teaching the unit	Empiribox unit assessment <b>prior</b> to teaching the unit	Empiribox unit assessment at the <b>end</b> of teaching the unit	Empiribox unit assessment <b>prior</b> to teaching the unit	Empiribox unit assessment at the <b>end</b> of teaching the unit

## Version 2.0

<b>Pupil Asset</b> <i>-ongoing Pupil Asset KPI's for Reading, Writing (incl GAPS) and Maths to be updated as objectives/ blocks are taught</i>	Teacher assessment data for Reading, Writing – composition, Writing – GAPS and Maths using 1-7 scaled points to be entered.	Teacher assessment data for Reading, Writing – composition, Writing – GAPS and Maths using 1-7 scaled points to be entered.	Teacher assessment data for Reading, Writing – composition, Writing – GAPS and Maths using 1-7 scaled points to be entered.	Teacher assessment data for Reading, Writing – composition, Writing – GAPS and Maths using 1-7 scaled points to be entered.	Teacher assessment data for Reading, Writing – composition, Writing – GAPS and Maths using 1-7 scaled points to be entered. (Y3,4,5)	Teacher assessment data for Reading, Writing – composition, Writing – GAPS and Maths using 1-7 scaled points to be entered.
<b>Moderation and Standardisation</b>						
<b>Year 3</b>		Reading Portfolios	Writing Portfolios	Reading Portfolios	Writing Portfolios	
<b>Year 4</b>		Reading Portfolios	Writing Portfolios	Reading Portfolios	Writing Portfolios	
<b>Year 5</b>		Writing Portfolios	Reading Portfolios	Writing Portfolios	Reading Portfolios	
<b>Year 6</b>	Maths – Y6 SAT's paper analysis, portfolio of evidence for 2015-2015 and Maths audit	Writing Portfolios	Reading Portfolios	Writing Portfolios	Reading Portfolios	
<b>Other</b>	Y6 Target setting and SAT's predictions	Target setting	Y6 Mock SATS			Year 6 TA writing moderation
<b>Governors</b>	SATS data + end of year summary for Y3,4,5	Raise + data drop Autumn 1 Y6 targets	Data drop from Autumn 2	Data drop Spring 1	Data drop Spring 2	Data Summer 1 - Y3,4,5

### **Appendix 3 - Cliff Park Infant School Feedback and Marking guidance.**

All marking and feedback will be fair, positive and clear, in line with the ethos and aims of Cliff Park Infant School, and it should involve the child wherever possible.

We see the marking of all work as an acknowledgment of the child's achievement, helping the children to understand the next challenge, a way of highlighting teaching points, and a method of overall target setting. This policy encourages and supports equal opportunities for all pupils, regardless of ethnic origin, belief or special educational needs.

We believe in sharing the principles of the marking and feedback policy with parents by means of the regular parental consultation meetings.

#### **The principles behind our marking policy are as follows:**

- Marking should be fair and consistently applied by all staff, including newly appointed members of the team and supply staff.
- The child needs to be clear as to the purpose of the task and what they are expected to achieve.
- Clear reference will be made to the "Learning Question", success criteria and objectives of the lesson, and time that will be given for the review of progress. All elements of the work will not be assessed every time.
- Assessment and marking should be undertaken as soon after the work is complete as possible, and, wherever appropriate, the child should be involved.
- Work in all subject areas should be acknowledged by the teacher, even if it is not marked with comments in depth directly, e.g. in Art, P.E, Design Technology.
- Marking needs to offer positive benefits to teachers, pupils and parents in setting targets for future development, and in particular, supporting next steps in learning.
- Marking needs to show the initials and date, where not the class teacher.
- Focused marking will be undertaken by all staff of groups they are working with throughout the school week, and all work will be acknowledged through verbal or written means.
- At Cliff Park Infant School, we place high value on feedback given to children as a vital tool in moving learning on. Marking and feedback will be in the form of either written or verbal response with the purpose of impacting learning.

#### **Why do we mark children's work?**

1. To benefit pupils, parents and teachers by checking in a diagnostic way to see whether concepts have been understood, and to provide support for the child's progression. Individual targets will be highlighted whenever possible.
2. To focus on the child's achievement and show that the work is valued and appreciated.
3. To encourage and to praise through positive feedback, important in establishing and maintaining a "What next..." attitude.
4. To give an opportunity to respond in both written and verbal form, by way of conveying messages to pupils, in order to promote discussion. If a verbal comment is shared with pupils, the teacher will show 'v' on the work.
5. To act as evidence of attainment for assessment purposes.

#### **Day to Day assessment (formative)**

The basic principle of Assessment for Learning (AFL) is that whatever day to day judgments are made by the teacher about a child's attainment lead on to inform planning, teaching and learning. Judgments are made using evidence gained from talking with children, marking, learning observations and assessment tasks. The children are central to AFL and should be involved in their own progress knowing their next steps.

Planning for learning opportunities will always take into account the opportunities for Assessment For Learning.

### **Procedure for Marking at Cliff Park Infant School**

**These are the marking methods that are used at Cliff Park Infant School:**

- Pen – pink and green.
- No crosses on any work in any curriculum area, as we aim to foster a “can do” attitude.
- The use of a tick when work is correct.
- The use of a dot when work needs changing or correcting.
- The underlining of spellings, when those the child should know are incorrect, which are then corrected by the child. In deciding which spellings to highlight, the teacher may use his/ her judgment taking the child's ability into account, A child's work will not be defaced by the teacher.
- Comments will be positive but will give directions towards targets not met or aimed for. Negative words or comments should not be used.
- Stars, rubber stamps or mini certificates may be used when the work has reached the expected level of achievement for the child.
- Stickers of special achievement may be awarded by the Head of School/ Senior Management Team, and work can be celebrated in Assemblies.
- Verbal praise should be given whenever possible, even if not written down.
- Success should be shared with others.
- When appropriate, children may evaluate or mark their own or each other's work. If a child discovers a mistake in their own work, they should be encouraged to place a single line through it.
- Time will be planned for children to respond to marking and the “Next Steps” for their development.
- We use the system “Think Pink - Great Green” to indicate next steps and success. This is in use from Year 1 upwards.
- Children respond to marking and feedback using a purple pen or pencil.

### **Key marking structure**

**V** - Verbal feedback given work

**Pink** highlighting – means THINK – pink is the part of the work that needs improvement.

**Green** highlighting- means GREAT- green is the part of the work that something to be proud of.

Initials where work is marked by staff member other than class teacher.

All teachers need to compile and analyse their class data including those gathered from testing in order to identify common misconceptions and errors and ensure that opportunities are planned for within the following teaching sequences to address these.

	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
<b>Maths</b>		<b>w/b 14.11.2016</b> White Rose arithmetic and reasoning papers (Y1 and Y2)		<b>w/b 06.03.2017</b> White Rose arithmetic and reasoning papers (Y1 and Y2)		<b>w/b 19.06.2017</b> White Rose arithmetic and reasoning papers (Y1 and Y2)
<b>Reading and Spelling</b> Trackers handed to SR	Phonics trackers <b>Deadline 21.10.2016</b>	Phonics trackers <b>Deadline 9.12.2016</b> PIRA reading test (Y1 and Y2)	Phonics trackers <b>Deadline 20.02.2017</b>	Phonics trackers <b>Deadline 17.03.2017</b> PIRA reading test (Y1 and Y2)	Phonics trackers <b>Deadline 22.05.2017</b>	Phonics trackers <b>Deadline 11.07.2017</b> PIRA reading test (Y1 and Y2)
<b>Writing</b>	Ongoing pieces of English and cross curricular writing (1 piece of independent "show what I know" writing per half term)	Ongoing pieces of English and cross curricular writing (1 piece of independent "show what I know" writing per half term)	Ongoing pieces of English and cross curricular writing (1 piece of independent "show what I know" writing per half term)	Ongoing pieces of English and cross curricular writing (1 piece of independent "show what I know" writing per half term)	Ongoing pieces of English and cross curricular writing (1 piece of independent "show what I know" writing per half term)	Ongoing pieces of English and cross curricular writing (1 piece of independent "show what I know" writing per half term)
<b>GAPS</b>	Rising Stars GAPS assessment tests (Y2)	Rising Stars GAPS assessment tests (Y2)	Rising Stars GAPS assessment tests (Y2)	Rising Stars GAPS assessment tests (Y2)	Rising Stars GAPS assessment tests (Y2)	Rising Stars GAPS assessment tests (Y2)
<b>Science</b>		Empiribox assessment spreadsheet for progress against Unit context.		Empiribox assessment spreadsheet for progress against Unit context.		Empiribox assessment spreadsheet for progress against Unit context.
<b>Pupil Asset</b> <i>-ongoing Pupil Asset KPI's for Reading, Writing (incl GAPS) and Maths to be updated as objectives/ blocks are taught</i>	EYFS baseline assessment data to be entered by <b>21<sup>st</sup> Oct.</b> Y1and Y2 assessment to be entered by <b>17<sup>th</sup> Oct</b> , using 1-7 scaled points.	All year groups- Teacher assessment data using 1-7 scaled points to be entered. (EYFS using Development matters progression) <b>Deadline 02.12.2016</b>	EYFS profile assessment data to be entered by <b>20<sup>th</sup> Feb.</b> Y1and Y2 assessment to be entered by <b>20<sup>th</sup> Feb</b> , using 1-7 scaled points.	All year groups - Teacher assessment data using 1-7 scaled points to be entered. (EYFS using Development matters progression) <b>Deadline 17.03.2017</b>	EYFS profile assessment data to be entered by <b>22<sup>nd</sup> May.</b> Y1and Y2 assessment to be entered by <b>22<sup>nd</sup> May</b> , using 1-7 scaled points.	All year groups - Teacher assessment data using 1-7 scaled points to be entered. (EYFS using Development matters progression). Foundation subjects recorded. <b>Deadline 07.07.2017</b>
<b>Moderation and Standardisation – Work Scrutiny</b>						
<b>Year R</b>		Writing and Maths - December		Writing and Maths- March		Writing and Maths- July
<b>Year 1</b>	Maths- October	Writing - November	Maths - February	Writing - March		Maths -June
<b>Year 2</b>	Writing- October	Maths - November	Writing – Jan/ Feb	Maths - March		Writing - June
<b>Other</b>		Y2 Target setting and SAT's predictions		Y2 assessment practice -SATS	Y2 SATS	Year 2 TA assessment moderation

<b>CHANGE LOG</b>		
<b><i>CHANGES MADE</i></b>	<b><i>DATE</i></b>	<b><i>NEW VERSION NUMBER</i></b>
Changes to format/design – font, logo, etc. and Change Log added	17/11/16	1.1
Appendices added; minor wording	18/09/17	2.0