






CRICKLADE MANOR PREP

Teaching and Assessment Policy

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	02/20	09/20	
Yes (including EYFS)	11/20	06/22	
Yes (including EYFS)	01/23	09/23	

1. Teaching

Cricklade Manor Prep encourages a balanced range of styles and methods, and their choice will form an important part of our curriculum. We believe that different teaching styles and methods create an atmosphere of stimulation and purpose. Teaching periods are designed to last for 50 minutes each. This allows all the lessons to be of equal length throughout the day. It is, however, important that the time is well used. The form-teaching structure used for Years Reception to Year 4. As the children get older they are introduced to more specialised teaching. The form teaching does allow for some flexibility at the teacher discretion, but it is important that the children are exposed to the specialist teaching style of secondary schools, so preparing children for life after Cricklade Manor Prep

a) Teaching Standards

At Cricklade Manor Prep we expect a high standard of teaching and a thoroughly professional approach to all aspects of education. Good class discipline is expected and careful management of groups ensures that all pupils, regardless their ability, are fully included and that objectives are clear to all. Flexibility in method and approach is inherent in all teaching with a willingness to adopt techniques best suited to the task at hand or a particular teaching group. Pupils must always perceive themselves to be active participants in the process of learning.

The school provides a variety of resources, a range of textbooks and interactive whiteboard software materials, access to Wiltshire Library Resources, class set of iPads, and members of staff are encouraged to use them. Interactive whiteboards are located in every classroom. These resources are all valuable aids to learning if used with discretion and always introduced within the context of a lesson in which their content is introduced, explained and followed up by questions and discussion.

b) Differentiation and Inclusion

In any one class, whether form based or ability set, there are differences between pupils. Each absorbs and understands the work and concepts in their unique way and at their own speed. Only by employing the techniques of differentiation and considering the needs of each child, therefore, can each teacher inspire all children successfully. In addition, the support of a Learning Support Assistant is available for those children who need additional support. The allocation of Learning Support Assistants is coordinated by the SENdCo.

2. Curriculum Planning

Cricklade Manor Prep believes good curriculum practice is achieved only through careful and thorough planning - for the whole school, for each subject, for each form and for each lesson. Only by this means can progression for all can be assured. For this reason, we maintain a clear planning structure as shown by the Curriculum Planning Cycle:

This cycle is monitored by the:

1. Teacher
2. Subject Lead
3. Director of Studies
4. Headmaster

The cycle is carried out through:

- i- Long Term Planning Outline of the academic year

These set out the programme of what is to be taught and are vital in ensuring that all aspects are covered in ways that promote continuity and progression. Drawing up the Long Term Plan is the responsibility of the Subject Leader and should include:

- All topics and Age Related Expectations to be covered through the year.
- Dividing the topics into units of work and providing a time allocation for each unit of work.

- ii- Medium Term Planning Outline of work for the term

These are the responsibility of the subject teacher. Colleagues may choose to alter the teaching sequence or the suggested teaching activities, but the learning objectives within the unit must be taught over the course of the term. The medium-term plans should be set out on the MTP template provided

- iii- Short Term Planning

Teachers will produce short term lesson plans if they feel they need them to support their delivery of the lesson. The MTP format is detailed and covers learning outcomes, differentiation, resources and evaluation of the week.

3. Assessment and Record Keeping

Entry Assessments

Cricklade Manor Prep is an academically selective school and entry procedures follow our Admissions Policy. Children in Year 1 and above take a standardised assessment in English and Mathematics prior to entry. This allows the school to plan for their individual needs, bring to light those who may be in need of learning support and therefore allow the school to be fully prepared to receive them. On entry into EYFS, staff complete a baseline assessment to plan for the individual needs of the children.

Standardised Tests

Pupils take the following Standardised tests and other assessments each academic year:

YEAR	Reception	1	2	3	4	5	6
September	Teacher Baseline Assessment						
				CAT4			
November	Teacher assessment against ELG	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing
March	Teacher assessment against ELG	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing
June	Teacher assessment against ELG	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS CAT4 Writing	PiRA PUMA GaPS Writing	PiRA PUMA GaPS Writing

Standardised assessment results are available to all teachers. Subject teachers analyse and evaluate the data to inform their teaching and complete an Audit which documents observations, analysis and next steps. The DOS, Subject Leaders and SENdCo analyse results to evaluate appropriate allocation of TA's and CPD lessons.

Subject Tests

Individual subject assessments take place throughout the year. These assess the pupils' knowledge and understanding of the work covered through the unit/term/year and are set at the discretion of the Class Teacher and Subject Leader.

Spelling and Phonics Tests

Each child is given their weekly spellings which are based on the GAPS curriculum (Rising Stars). These spellings are based on the child's academic year and they are differentiated two ways. These spelling lists also include age-appropriate Common Exception words. The children are tested on these every week and marks are recorded by the class teacher. In addition, the children are assessed on their Common Exception Words for spelling. If it is identified that the child needs extra support with these then intervention is carried out in CPD sessions.

In Year 1, Phonics is taught daily during our CPD programme. From January, differentiated groups are created to offer targeted teaching and focused learning for the children.

At the start of Year 2, following their KS1 Phonics Screening and start of year Rising Stars Phonics Baseline, those children who are identified as behind in their phonics will be offered support through our CPD programme; intervention sessions with the Learning Support Lead and class teachers will be offered in phonics, spelling and guided reading.

Free Writing

The children are given the opportunity to do piece of free writing on a topic set by the English Lead termly. This is marked and results are recorded centrally. Teachers are looking for the application of skills assessed in PIRA and GAPS during an independent writing task.

Mental Maths Tests

These are carried out weekly and results are recorded by the class teacher. If the child is struggling or finding the test too easy they can be moved down or up based upon their ability.

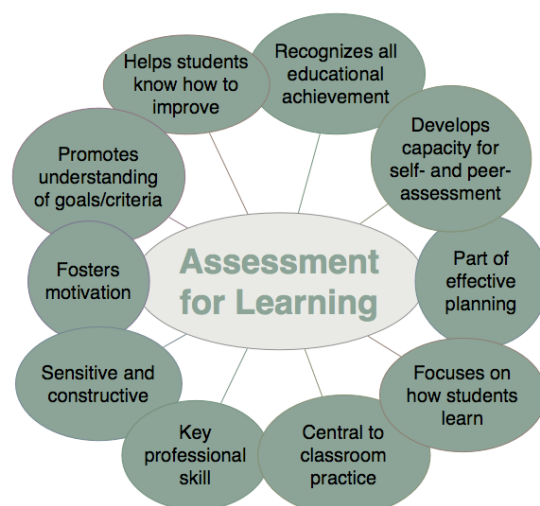
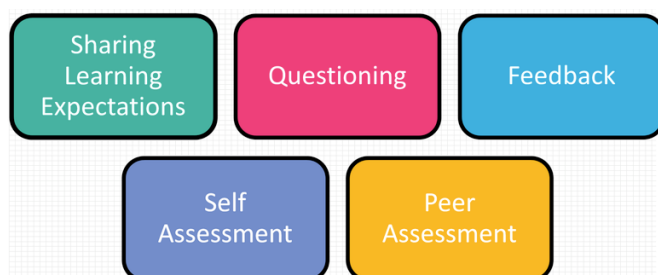
Informal Classroom Discussion and Observation

Formative and in-class assessment offers a deeper insight into how each pupil interprets a topic under discussion, how she/he can relate it to their own experiences, how they can express their thoughts and ideas and also allows children who find it difficult to express themselves in writing to make a contribution. Regular observations within the EYFS inform staff of the children's progress towards Developmental Matters and the Early Learning Goals.

4. Assessment for Learning (AfL)

Assessment for Learning encompasses subject tests, class work, homework, observation of learners and discussion with the children. AfL is on-going and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Assessment for Learning encompasses 5 key Strategies:



The results of summative assessments are now stored electronically using the school's data management system. Teachers record the results of regular tests in their subject area (for example, spelling tests), or end of unit tests, in their own mark books.

Reporting

At Cricklade Manor Prep we believe that a trusting relationship between Parents and School is essential for the best outcomes both academically and pastorally for the children. The parents are fully aware of the school's expectations of the child's performance and how they can be involved in the process of aiding their child's education, if and when necessary.

To report to parents, the school:

- Organises two Parents' evenings a year (Autumn and Spring Terms)
- Sends formal school reports once a year (Summer Term)
- Sends individual report cards to inform parents of the results of the Termly assessments (Autumn, Spring and Summer Terms)
- Encourages each member of staff to organise informal meetings with parents
- Uses the Reading Records and email to communicate with parents
- At the end of Reception, staff report the children's level of development against the Early Learning Goals. These levels are also shared with the Local Education Authority. Reports detail the children's progress against the 'characteristics of an effective learner'.

Reporting to other schools: We fully co-operate with the transfer schools at whatever age children move from Cricklade Manor Prep. We use our own Reference Forms particularly

when transferring from Year 6 to secondary schools. Information is gathered from teachers and the form tutor and are completed by the DOS and signed off by the Headmaster.

	Autumn	Spring	Summer
Reporting to Parents	Termly Report Card	Termly Report Card	Termly Report Card Summative Report for Whole Year
Meet with Parents	Welcome back Meeting		
	Parents' Evening (on-line)	Parents' Evening (on-line)	Meet next year's Teacher - transfer Meeting

5. Staff Development

Cricklade Manor Prep is keen to support its staff as fully as possible in their work and encourages opportunities for them to reflect on their effectiveness as teachers and to share their ideas, enthusiasm, frustrations, skills and wisdom with others. Although this sharing takes place within the school, some valuable opportunities arise through external support and guidance. This is achieved by the following means:

- Training Days - These are usually held in the school on the INSET day(s) before the start of term.
- **Twilight** Sessions - These are incorporated into the Staff Meetings.
- INSET - Members of staff are encouraged as a matter of professional responsibility to attend courses on their subject. With the approval of the Deputy Head and Headmaster, individual teachers make necessary arrangements for enrolment.
- Professional Development - Cricklade Manor Prep fully recognises its obligation not only to provide the best possible service to its pupils, but also to assist staff in the pursuit of continuous personal professional development for the better advancement of their careers and in order to achieve maximum satisfaction in their day-to-day work. Staff are given the opportunity to take an "Inspiration Day" per year to pursue a particular interest that will benefit the teaching and learning of the children within their classrooms.
- Induction of New Staff - A procedure is established for the induction of new staff. This is overseen by the Deputy Head. This induction covers Safeguarding, school procedures and training in the ethos of the School. Each new member of staff is presented with a SharePoint logins which give an overview of how the school operates on a day-to-day basis, as well as the relevant school and subject policies.

6. Monitoring of the Curriculum

The purpose for monitoring the curriculum at CMP is to aid improvement and curriculum development. Roles and responsibilities in this area will vary but all members of staff have a role to play in monitoring the provision within the school. Teachers are curriculum managers in their own classrooms and it is here that monitoring must begin.

The following aspects are all monitored at Cricklade Manor Prep:

1. Standards of achievement
2. The quality of teaching
3. The quality of learning

4. Lesson planning
5. Curriculum breadth, balance and progression
6. Assessment methods
7. Level of resources
8. Learning Support
9. Reporting to parents.

The methods used to monitor these are as follows:

1. Submission of MTP
2. Lesson observations / Learning walks
3. Book Looks
4. Assessment results
5. Discussion between staff

By these methods we are able to monitor standards and progress, evaluate the outcomes and prioritise in terms of need. In this way we ensure that we are fulfilling our school aims.

7. Responsibility

Headmaster and the Senior Leadership Team

The SLT have responsibility for whole school performance and for reviewing the evidence on the overall effectiveness of the curriculum, the standards of pupils' work, the quality of learning and the quality of teaching. The Headmaster and Director of Studies will analyse information from Heads of Department and will also undertake review of pupils' work and review of lesson planning to ensure consistency of approach and standards across the curriculum.

Subject Leaders

Subject Leaders have responsibility for the performance of specific subjects, including the effectiveness of the curriculum in their area, and the analysis of pupils' work. Subject Leaders hold subject meetings to consider strengths and weaknesses and resource requirements. In addition, reviewing of pupils' work and reviewing of teachers' planning is used to monitor the effectiveness of the curriculum and the quality of teaching and learning in their subject area.

Subject Teachers

Subject teachers have responsibility for the performance of their own class, for analysing the standards attained and for the effectiveness of their own teaching strategies. Subject teachers have a responsibility for following school policies on medium term lesson planning,

internal examinations, the marking and presentation of work and arrangements for reporting to parents.

8. Staffing

THE SLT:

- | | |
|-------------------|--|
| 1. Guy Barrett | Headmaster + DDSL |
| 2. Tommy Towers | Deputy Head + Maths : Subject Lead |
| 3. Palak Heywood | Director of Teaching and Learning + ECT Induction Tutor +
Science: Subject Lead |
| 4. James Barton | Director of Pastoral Care + DSL + School Council |
| 5. Emily Davis | Head of Pre-Prep |
| 6. Lesley Bayliss | School Business Manager |

SMT: (in addition to SLT)

- | | |
|---------------------|-------------------|
| 1. Tom Davis | Head of Games |
| 2. Nicole Miles | Nursery Manager |
| 3. Felicity Westall | Marketing Manager |
| 4. Noel Bennet | Estates Manager |

Subject Co-ordinators

- | | |
|-----------------------|---|
| 1. Nicky Brookes | Art Subject Lead |
| 2. Chloe Reynolds | Music and Drama: Subject Lead (maternity leave) |
| 3. Tom Davies | Head of Sport + After School Clubs |
| 4. Palak Heywood | Science Subject Lead |
| 5. Tommy Towers | Maths Subject Lead |
| 6. Tiffany Barrett | SENCo |
| 7. Rosie Williams | English Subject Lead |
| 8. Rachael Fairbanks | Humanities Subject Lead |
| 9. Harriet Dismorr | PSHEE Subject Lead |
| 10. Kathryn Blandford | Holiday Club |
| 11. Fiona Bunn | Cricklade Award |
| 12. Corinne Richards | STEAM Lead |
| 13. John Fitzgerald | Computer Science |
| 14. French | |
| 15. Becky Oldridge | ECT Induction mentor |

Class Teachers

- | | |
|---------------------|---------------------------|
| 1. Tamsyn Maddox | Reception + Earth Keepers |
| 2. Hannah Hart | Reception |
| 3. Fiona Bunn | Year 1 |
| 4. Georgia Bissix | Year 1 |
| 5. Becky Oldridge | Year 2 |
| 6. Harriet Dismorr | Year 3 |
| 7. Corinne Richards | Year 3 |
| 8. Stacy Blissett | Year 4 |
| 9. Hannah Howlett | Year 4 |
| 10. Rosie Williams | Year 5 |

- | | |
|---------------------|--------|
| 11. John Fitzgerald | Year 5 |
| 12. Tom Davies | Year 6 |

Nursery Staff

- | | |
|--|-------------------------------------|
| 1. Nicole Miles | Nursery Manager + Beech room leader |
| 2. Emma Griffiths | Deputy Nursery Manager |
| 3. Daniel Paget | Acorns room leader |
| 4. Pauline Holdaway | Acorns Assistant |
| 5. Phillipa Mathews | Acorns Assistant |
| 6. Saplings room leader - Grace Abbott | |
| 7. Kayleigh Cripps | Saplings assistant |
| 8. Georgia Croucher | Saplings assistant |
| 9. Elizabeth Corrin | Beech Room leader (P/T) |
| 10. Ilona Biesiada | Beech Assistant |
| 11. Emma Griffiths | Oak Room leader |
| 12. Tamira Frank | Oak assistant - |
| 13. Becky Wisden | Any room if needed. |

Learning Support Assistants

- | | |
|----------------------|-----------|
| 1. Kathryn Blandford | Reception |
| 2. Trudy Heenan | Year 1 |
| 3. Ruth Green | Year 2 |
| 4. Joanne Bradley | Year 3 |
| 5. Barbara Weilenska | Year 4 |

9. Homework

To facilitate the children's home/school balance homework time will be directed towards developing and extending reading fluency and spelling. Maths homework will be set years 1-6 with optional Manga High tasks (online). Times Tables and number bond practice will be expected to be carried out at home. All children are expected to read at home and record in their reading records or planners. Children are given appropriate spellings and they will be tested on these weekly. There is an expectation that children are expected to complete these tasks but can be completed in the after school homework club.

Any work completed at home should still be brought into school to be shared with the class and achievements celebrated.

To support and facilitate senior school entry, Years 5 and 6 may be set past papers or similar work when appropriate.

Learning to work independently is an essential part of a good education. It also helps children and young people to become confident and self-sufficient in their learning, which will help them throughout their time at school and in adult life.

The following guidelines should be followed by staff setting homework:

- Work set should be appropriate to the pupil’s ability.
- Pupils should be encouraged to read every night.
- Pupils should be encouraged to make every effort to produce class work and homework of the highest standard.

Recording homework

- Homework should be recorded in TEAMS for years 3 to 6. The Reading Record is an excellent home/school link. Initial concerns by either parent or teacher may be written in this.

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday
RECEPTION - Optional					
	Levelled Reading book for everyday reading to an adult				
1	Maths (Handed in on Thursday)				Spellings (Handed in on Thursday)
	Reading a levelled reading book everyday 15 minutes to an adult				
2	Maths (Handed in on Thursday)				Spellings (Handed in on Thursday)
	Reading a levelled reading book everyday 15 minutes to an adult				
3					ATOM learning Maths and English. Spellings Timetables Practice
	Reading a levelled or Free reader reading book everyday 15 minutes to an adult				
4					Spelling Timetables Practice
	Reading a levelled or Free reader reading book everyday 20 minutes to an adult				
5	English Maths (Handed in on Thursday)				Spelling Timetables Practice
	Reading a levelled or Free reader reading book everyday 20 minutes to an adult				
6	English Maths (Handed in on Thursday)				Spelling Timetables Practice
	Reading a levelled or Free reader reading book everyday 20 minutes to an adult				

10. Handwriting

When communicating ideas in writing it is important that children use a handwriting style which is neat and legible and to promote this we have introduced the Cursive style to be taught throughout the school. **To support staff, parents and pupils a computer based programme is available - Letter Join.** It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. The clear and neat presentation of work is important in order to communicate meaning effectively. Children's self-esteem is also heightened when they are able to take pride in the presentation of their work.

Our focus on handwriting at CMP aims to:

- develop a joined, confident handwriting style that is clear, legible and fluent, enabling the writer to focus on content of written work;
- instil a positive attitude towards handwriting;
- present work in a neat, organised manner appropriate to the task.

Teaching Letter Formation and Handwriting

- Pupils will be taught the agreed cursive style. In Reception children will be taught the lead in and lead out stroke, writing each letter separately. This will continue into Year 1 with the expectation that children will begin to join throughout the year. By Year 2 children should be fully joining.
- Pupils should also be taught to form regular letters in size and shape, to put regular spaces between letters and words and how to form upper as well as lower case letters.
- Attention to pencil grip is important, particularly in the younger years as a poor/incorrect grip can be difficult to correct once established.
- Attention to posture and seating arrangements is also important.
- Children who write with their left-hand face particular difficulties and teachers need to be aware of this. Left-handed children should either sit next to other left-handers or on the left side of a righthander to avoid bumping arms or smudging work. Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written. Writing from left to right is more difficult for left-handed children and should, therefore, be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.
- In Years 3 and 4, children will move from using pencil to pen (except in Maths). By Year 5 all children should be writing in the Ink Pens or Roller ball pens. Ink cartridge pens or ink roller balls are allowed but not biros or felt pens. Children can be encouraged to try several types of pen to find the most suitable.
- In general written work only blue ink should be used by pupils, **except for their self assessment which is carried out in Purple pen.**

- Pupils in the Prep Department should be taught to use different forms of handwriting for different purposes, ie print for labelling maps or diagrams, capital letters for posters, title pages, headings, a clear, neat hand for finished presented work, a faster script for notes. Also, the use of a range of computer generated fonts and point sizes.

Supporting Children's Handwriting

- Children who display specific difficulties with handwriting can have these addressed through such interventions as rubber pencil grips/claws, 'Handi' writers, slanted writing boards or using alternative writing media etc.
- Individual cases may be referred to the SENDCo where necessary.
- Those children who join the school after Reception with a different, but equally acceptable style of writing will be encouraged to choose or develop a preferred style from their own established style or the new style taught in lessons.
- Handwriting and expected standards of presentation should be taught as a whole class activity in Pre Prep and Years 3 and 4 and also in Year 5 if needed.
- Children will progress from practising their handwriting using guidelines of various sizes to using single lines.
- The cursive handwriting font installed on the system can be used to create handwriting sheets, labels etc.
- The teacher should model when marking work, using a fluent joined style where appropriate.
- Examples of the cursive style should be displayed in the classroom for children to refer to. Sheets can also be printed to have on desks.
- Class displays should present examples of good presentation and give children opportunities to see a variety of font styles.
- Teachers should have high expectations for the quality of presentation in all areas of the curriculum.

11. Presentation of Work

Exercise Books

There will be continuity and progression in the style of exercise books used by the pupils. Wherever possible the same cover colour will be used by all pupils for each subject but will vary in line spacing and page size according to year grouping.

- Books will be labelled with name, year group and subject, using printed labels provided by the School Office rather than being hand-written.
- Children will not draw or doodle on the cover of their books.

Each subject will produce a Presentation Policy appropriate for the subject, that is line with the school expectations. All children will have the policy in the front their books. (see Presentation Policy).

12. Feedback

Feedback is an essential part of the teaching and learning process. Our whole-school policy for feedback is set out to ensure a consistent approach throughout the school. (please see Marking and Feedback Policy)