

## Quality Assurance Policy

### Children's learning

All children have the right to succeed at this school, it is the schools responsibility to ensure that all children make progress throughout the whole school year. Children should make at least 3 tracking points progress each year. Children should also make day to day progress in terms of the quality and the quantity of the work produced.

#### General EYFS Marking and presentation procedures.

- All teachers and TAs must ensure that all work is marked in green pen.
- All focus activities should be marked with a next step comment relating to the WALA. This should be done before the book is returned to the child.
- Next steps should be responded to in exercise books and in planning.
- Marking should be related to the child's ability and developmental bands.
- Verbal feedback should be made clear in books. Written evidence is used to document assessment and inform future planning.
- When annotating child initiated observations, next steps should be identified in the Learning Journey using the 'footprint stamp' and highlighted on each child's Development Matters record.
- Stickers are used throughout to show praise.
- All children's work is to have the date written on the top line of the page, WALA is present in sticker format.
- The use of worksheets: Worksheets can be used as a resource to support development, however all teachers must be able to justify the use of every worksheet. Where worksheets are used to record learning, these should be trimmed to size and neatly stuck into exercise books to show high standards.

#### General KS1/2 Marking and presentation procedures.

- All teachers and TAs must ensure that all work is marked in green pen.
- **Detailed marking:** Teachers must ensure that work is marked in detail to support development and a next steps task is set to ensure the child moves on to the next level. Marking should be in line with the school policy: ☺ for a positive comment, T for target and for steps drawn to indicate next steps. It should relate to the WALA/L.O. ETWW (every time we write) can be used where necessary to ensure literacy standards are consistent across all subjects.
- **Feedback Comment:** Children should be given the opportunity to read the teachers comment and respond to the next steps at the beginning of the next lesson. Teachers must support the development of handwriting and good presentation.
- **Non- detailed marking:** All other work must be marked according to whether the learning objective is achieved. Teachers should highlight in Green if the objective is achieved and highlight in Orange if the child has not achieved the learning objective.
- **No book should be returned to a child unmarked.**

- All children's work is to have the date written on the top line of the page, miss a line and the WALA/Learning objective written in the middle of the next line. Both should be underlined using a ruler.
- All work is to have the Learning Objective evident in the books: WALA (KS1), L.O (KS2). Stickers may be used in KS1 for the WALA where appropriate.
- The use of worksheets: Worksheets can be used as a resource to support development, however all teachers must be able to justify the use of every worksheet. Where worksheets are used to record learning, these should be trimmed to size and neatly stuck into exercise books to show high standards.

### **EYFS planning routines**

- All termly plans must be given to the Deputy Head at the start of the academic year, stored in the whole school folder and made available online for parents. Subject to change dependent on the child's interests and learning needs/styles.
- All short term planning must be saved in the relevant planning folders on 'one drive' by Friday morning at 9am for the following week's delivery of lessons. Class teachers must print their weekly plans and display them clearly on their planning board in their class.
- The following planning must be displayed in the classroom: Timetable (including intervention timetable) and weekly plan.

### **Key stage 1 and 2 planning routines**

- All long term plans must be given to the Deputy Head at the start of the academic year, stored on 'one drive' and made available online for parents.
- All Termly overviews should be given to the Deputy Head at the start of every term, stored on 'one drive' and made available online for parents.
- All medium term planning for all subjects must be saved in the relevant planning folder on 'one drive' and checked by subject leaders by the end of the first week of each term.
- All short term planning must be saved in the relevant planning folders on 'one drive' by Friday morning at 9am for the following week's delivery of lessons. Class teachers must print their weekly plans and display them clearly on their planning board in their class.
- The following planning must be displayed in the classroom: Timetable (including intervention timetable), weekly numeracy and literacy and non-core planning.
- At the end of the week, annotated weekly plans should be stored in your planning folder.

### **RWI:**

- All work to be recorded in the RWI books but all Teachers/Assistants must use the above expectations and books should be marked daily.
- All daily RWI planning and assessment information should be recorded in the individual planning folders of each Teacher/Teaching Assistant delivering RWI.
- Teachers and TAs must insist that all letters are modelled and formed correctly and that all writing sits on the line. To support the development of basic punctuation colour pencils to be used to show capital letters and full stops.

### **Get Writing:**

- All children must record a Get Writing piece of work every week in their Get Writing books with the exception of Year 2 who deliver the Language and Literacy programme and will record at length every three weeks.
- All Get Writing books to be marked thoroughly by identifying next steps and setting targets for future improvement.
- Children must write independently and be encouraged to write at length.
- When using scaffolds eg: word banks to support writing, these should only be used with a focus group or SEND group and this must be highlighted in planning.

### **Maths:**

- All children must have a daily Numeracy lesson.
- All work to be recorded in their maths books or four operations book.
- All children should be taught correct number formation and encouraged to place one digit per box.
- Teachers must follow the school policy for Addition, Subtraction, Multiplication and Division and evidence of such rules should be evident in the exercise books.

### **Science:**

- All children must complete a scientific investigation as part of their unit block.
- Children must attempt to record their findings and their observations and scientific conclusions.
- In each term there should be the opportunity for children to write at length and demonstrate their numeracy skills.

### **RE:**

- 10% of the weekly timetable should be given to RE.
- When the children have led mass and then had the priest visit their class evidence of this should be recorded on the 'Today I went to Mass' proforma.
- Children and staff should regularly assess against the unit targets evident in books.
- Comments should be in relation to the specific RE objective and next steps marking should show teachers aiming to extend the children's knowledge, skills and understanding in line with AT1/AT2 objectives.

### **Non Core books:**

- There should be evidence of one piece of work per week for Non Core Work presented in these books per half term.
- All work in these books should be of the highest standards.

### **Homework**

All children are expected to read for twenty minutes each night from Monday to Friday. This must be recorded in their planners and teachers will need to sign to show acknowledgement.



Every Thursday one literacy, one numeracy and up to one other piece of differentiated homework should be given out in their homework books. These books should be marked with appropriate. Homework should be returned to school by Tuesday of the following week.

Any additional comments made by parents should be initialled by the class teacher and a comment made either to show that you met with a parent and so verbally responded or to show you responding in writing.