



The quality of teaching, learning & assessment

29th October

2018

In this report you will identify that as a school we recognise that a teacher's development is of the highest priority. Practice in the classroom and training on what teachers need to do to promote deep learning are integral in essentially raising standards. As a school we adopt a coaching model, review current research, track progress and have systems of accountability in-relation to the quality of learning and teaching.

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Evaluation of Targets 2017-18

	Evaluation 2017-18
Sharing best practice both internal and with external support	<p>The 'Coaching Drop In' week showed that <u>all</u> teachers have moved on in their teaching practice and the teaching and learning was judged to be overall good with elements of outstanding practice across the school.</p> <p>In Phase 2 & 3, the level of challenge and assessment for learning is still in the early stages of development in both Reading and Writing.</p> <p>Maths-Teachers across the school demonstrated the use of practical tasks to engage the children. While children are being encouraged to engage in deep learning, this needs to be further developed.</p> <p>Foundation Subjects-Although milestones are being used to plan and pitch lessons at the appropriate level, teachers need to be flexible in selecting the milestones to focus on while also meeting assessment requirements. Deep learning opportunities need to be developed.</p>
Marking and Assessment	<p>Half termly scrutiny of the Maths books revealed that there is inconsistency in marking. Clarity for children on what they have done well and their next steps was provided with the introduction of the green and orange pen and this led to the Maths Marking Policy to be updated towards the end of the term.</p> <p>Through analysis of Reading data, we recognise that Reading has fallen and we will need to address this next academic year. £10,000 has been invested in reading resources for a new reading programme in KS1.</p>
Curricular Provision- Secure Cross – curricular links	The Curriculum Map was updated again and the KS1 milestones were updated with milestones for specific units of work in line with the existing KS2 milestones overview.
Planning Process	Insets on Deep Learning and Collaborative Planning opportunities were provided via staff meetings to develop teachers' understanding of B.A.D. The Teaching and Learning Policy was updated after studying the work of John Hattie (Visible Learning) and discussing the purpose of the new approach to Maths.
SMSC	Although SMSC is a strength and is being delivered throughout the week through a number of sessions, we recognise that there is insufficient evidence. A range of opportunities that we have been providing, have now been recorded on '100 things to do before you leave Herrick' document for our school website and the 'How we promote British Values' overview. We have also updated our phase assemblies to reflect celebratory weeks, school ethos and special events. We will review how SMSC is to be documented for next academic year.

Summary Evaluation 2017-18 (RAG review)

Specific Actions

1. Teachers continuously improve their practice across all subjects
2. Development of our Foundation milestones where key skills, high expectations, discrete phonics, Reading and fluency of number prevail across all subjects
3. Develop a deeper understanding of assessment of Foundation subjects (Chris Quigley), includes formative, diagnostic and summative aspects
4. Teachers and TAs clearly demonstrate a shared vision in their practice
5. Better use and understanding of our learning environments

Milestones/Indicators

- All teaching is at least good with much outstanding
- A school curriculum is in place where key skills, high expectations, discrete teaching of phonics, Reading and fluency of number is embedded in daily planning
- A deep understanding of assessment in its different forms is used very effectively to set challenging work matched to individual needs. /Regularly engage in active learning; 'big questions'; self-evaluation, taking responsibility, discussing with peers and problem solving
- Marking reflects continuous evidence of deep learning experiences, as well as outstanding progress and achievement
- Survey with children indicates 100% are confident working independently at tackling challenging
- Learning spaces are used effectively and imaginatively in all subjects as evidenced in planning, lesson observations

IMPACT

Learning and Teaching Policy

In 2017/18 every teacher's appraisal target for teaching and learning was linked to the 5 non-negotiables which are the core aspects of all Herrick lessons:

1. Assessment for learning
2. Challenge
3. Learning Objectives and success criteria
4. Feedback and Self-assessment
5. Herrick Learning Attitudes

In the 'HPS Teacher's Handbook' you will see a brief description of these 5 non-negotiables and detailed guidance on feedback, this was given to teachers through regular 'focussed triangulation' (FT). After each FT, teachers would sit with members of the coaching team and go through the 5 non-negotiables discussing current status, these include:

- (0) Limited evidence
- (1) Develop further
- (2) Consolidate
- (3) Secure

Reviewing Practice

Each of the 5 non-negotiables was given a 'Teaching and Learning' value from 0 to 3, as indicated above, therefore a maximum of 15 points could be achieved. A total value between 0-5 would suggest a teacher needing coaching and mentoring support, a value of 6-11 is a teacher within secure of their practice (and will continue to demonstrate progress through an incremental increase in the T&L value). They will go on to formulate their own support on request. A value of 12+ is a teacher able to support others and will be invited to attend a coaching course (and be asked to join the coaching/mentoring team).

Teacher	Teacher self-evaluation	Autumn total Teaching Value	Summer total Teaching Value	Request for support
	8	8(=)	11(+3)	I would like to see some examples of good practice of elfing in free flow by possibly visiting other schools and will use this opportunity to see how free flow is planned.
	10	8(-2)	13(+5)	I would like to work with triad on ensuring feedback prior and during the lesson gives high level of understanding of what they did well and what they need to do next - deep learning within Early Years.
	7	6(-1)	8(+2)	To aid me in completing my next steps I request that the triad could have another day to observe each other as well as a day to team teach so that we can discuss the lesson as it goes along. This would take place after we have collaboratively planned.
	8	7(-1)	9(+2)	I feel that coaching and team teaching would support me in recognising when and how to adapt lessons effectively in order to cater for pupils needs.
	10	6(-4)	8(+2)	To work on Assessment for learning and acting on assessments immediately during lesson time - observe maths lead teaching maths and how B.A.D is applied in class.
	10	7(-3)	11(+4)	See how art is taught at another school, which has adopted the deep learning model - meet with triad to discuss and reflect on the changes I have made

	7	7(=)	8(+1)	Meet with triad to discuss and evaluate planning together/ make changes to the plan accordingly/ deliver the lesson and video the lesson in order to reflect and evaluate it.
	9	7(-2)	11(+4)	Currently, I need more guidance in when to move a child on and strategies to ensure I have accurately assessed their understanding of a concept.
	6	7(+1)	9(+2)	Have the maths leads come into early years and model a few maths sessions using B.A.D.
	6	7 (+1)	9(+2)	To be supported in developing questions related to specific ability groups (to be planned prior to the lesson). Review language used in class, need guidance on 'teacher talk' – is my language and vocabulary too advanced?
	8	9(-1)	10(+1)	Team teach a subject which focusses on development point. Observe other teachers in-relation to devising and delivering practical activities that support B.A.D.
	10	10(=)	10(=)	In order to gain better understanding of how the classroom can work moving children at a different pace, I would like to observe another/ other teacher(s) considered to have good classroom management skills when moving children through B.A.D.
	8	10(+2)	13(+5)	I would like to have the opportunity to watch Foundation subjects taught by other teachers in my key stage – ideally my year group colleague
	9	8(-1)	11(+3)	I would like to be able to be observed in a series of lessons, which would allow for me to reflect on discussions between professionals and further embed my development point.

From a total of 14 class teachers, 8 received a lower 'teaching and learning value' from their own self-evaluation conducted in Aut.1. There were 2 teachers who had values that were minus three or more points below their self-evaluation, this was linked in particular to their misinterpretation of 'challenge' and 'feedback and self-assessment'. This was also identified with staff, where values did not match the 5 aspect reviews conducted by senior staff.

Of the 3 teachers, where there was a positive value above their own self-evaluation, it was recognised that these teachers needed greater understanding of reflective practice through observing their own lessons via recording themselves and breaking down specific aspects throughout their teaching of the curriculum. All teachers were supported in recognising strengths and areas of development and this supported senior member in formulating the relevant provision in-relation to requested support.

Overall, a total of 6/15 achieved a L&T value of 11 or more, with the average value being 10. This analysis has supported in formulating the Herrick Teacher Handbook 2018-19 and will be integral in supporting the improvement of the quality of Learning and Teaching.

2016-17

By referring to the work of John Hattie (Visible Learning) and reflecting on the benefits of the new approach to Maths (based on the principles of Mastery), all staff contributed in formulating the Teaching and Learning policy.

The following table reflects the percentage of a key aspect (from the 5 non-negotiables) that was judged good or better Aut. to Sum. **2016-17:**

Key aspect (5 non-negotiables)	EYFS		KS1		KS2	
	Aut.	Sum.	Aut.	Sum.	Aut.	Sum.
Assessment for Learning	72%	85% (+13)	65%	70% (+5)	70%	75% (+5)
Challenge	68%	80% (+12)	55%	70% (+15)	68%	75% (+7)
Learning Objectives & Success Criteria	-	-	70%	75% (+5)	70%	75% (+5)
Feedback & Self -Assessment	68%	80% (+12)	50%	65% (+15)	64%	75% (+11)
Herrick Learning Attitudes	85%	90% (+5)	80%	80% (=)	85%	90% (+5)

2017-18

The following table reflects the teaching value of a key aspect that was judged good or better from Aut. to Sum. **2017-18:**

Key: (0)Limited evidence, (1)Develop further, (2)Consolidate, (3)Secure						
		Assessment for Learning	Challenge	Learning Objectives & Success Criteria	Feedback & Self -Assessment	Herrick Learning Attitudes
Phase 1 (EYFS)	Aut.	1.3	1.0	2.0	1.0	1.3
	Sum.	2.0	2.0	2.3	1.6	2.6
		+0.7	+1.0	+0.3	+0.6	+1.3
Phase 2 (KS1)	Aut.	1.0	1.0	1.5	1.2	2.0
	Sum.	1.3	2.0	2.0	2.0	3.0
		+0.3	+1.0	+0.5	+0.8	+1.0
Phase 3 (KS2)	Aut.	1.4	1.5	1.7	1.4	1.8
	Sum.	1.8	2.0	2.1	1.9	2.2
		+0.4	+0.5	+0.4	+0.5	+0.4
Overall average		1.7	2.0	2.1	1.8	2.6

With the initial introduction of the 5 non-negotiables in 2016-17, it was clear that 'Challenge' and 'Feedback and Self-Assessment', were key aspects of practice that fell short of expectations. An average of 60% in these aspects in Autumn, identified that greater clarity on both the strategies and impact they had upon learning and teaching were needed. This was addressed through breaking down each aspect with a detailed description (refer to handbook) and narrowing down development points in-order to focus on key aspects.

There were real concerns in KS1 in-relation to the 5 non-negotiables when conducting teaching reviews. The strongest aspect was the consolidation of 'Herrick Learning Attitudes'. Overall, EYFS demonstrated strengths in all areas of the 5 aspects.

In 2017-18 the development of the 5 non-negotiables were further developed and the point system introduced to support continued development. It is evident that the aspect of 'Challenge' was viewed as secure but remains an aspect that is not evident throughout the curriculum also 'Feedback and Self-Assessment' continues to be an area that needs further development. The aspect that made the least progress(except for EYFS) was 'Assessment for Learning' which is fundamental in-order to support teachers identifying what children already knew, what they partly knew and what they did not know so that they teach to advance learning.

Reading, Writing and Maths

Attainment	No.	Combined RWM %		Reading %		Writing %		Maths %	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception (not including new arrivals)	53	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Autumn (above 30-50 secure)				51	15	64	11	52	11
Summer				84	21	68	17	76	17
difference				+33	+6	+4	+6	+24	+6
Year 1	40								
Autumn				60	26	60	26	53	19
Summer		62	29	73	40	68	30	73	35
difference				+13	+14	+8	+4	+20	+16
Year 2	58								
Autumn		42	22	72	27	47	23	48	23
Summer		61	33	72	38	69	40	72	38
difference		+19	+10	=	+11	+22	+17	+24	+15
Average overall % increase in KS1				6.5	12.5	15.0	10.5	22.0	15.5
Year 3	59								
Autumn		64	11	76	25	68	16	75	21
Summer		76	25	81	41	78	32	80	37
difference		+12	+14	+5	+16	+10	+16	+5	+16
Year 4	59								
Autumn		69	17	79	22	74	22	81	28
Summer		76	22	86	37	71	85	86	37
difference		+7	+5	+7	+15	+3	+3	+5	+9
Year 5	60								
Autumn		51	15	64	29	54	19	61	27
Summer		56	19	78	42	58	23	75	37
difference		+5	+4	+14	+13	+4	+4	+14	+10
Year 6	53								
Autumn		65	2	69	27	75	2	67	25
Summer		64	19	68	36	92	25	87	38
difference		-1	+17	+1	+9	+17	+20	+20	+13
Average overall % increase in KS2		6.0	10.0	6.8	26.5	8.5	10.5	11.0	12.0

Reading

Key Stage Two Reading-the new approach to the teaching and learning of Reading was introduced at the beginning of the academic year after careful analysis of data and research using the Education Endowment material. Reading workshops and courses for individuals have been delivered throughout the year. A greater emphasis on reading for pleasure was further development with daily 1.00 reading, class novel time and new pupil planners for key stage two children. We invested in a wide selection of picture books for older children and books were banded in key stage two to help all stakeholders gauge age appropriate books.

Reading Champion-the role of the Reading Champion was also further developed through training and courses. Targeted children worked with Reading Champion throughout the academic year either 1:1 or in small groups.

In reading – EYFS make considerable strides in developing reading (+33%) and in both Yrs 1 and 2 significant success is had with developing GDS(on average +12.5). In KS2 again GDS data indicates a high average increase of +26.5% in comparison to only a 6.8% average increase at expected.

Key Stage One Phonics- our robust and rigorous phonics programme has been closely monitored by the Reading Champion; through tracking and reviewing, both progress and attainment has been sustained.

	15/16	16/17	17/18	Trend
National	81%	81%	82%	+1%
School	79%	98%	95%	+16%
Difference	-2%	17%	13%	15

Writing

The Writing Overviews for each year group were updated for the academic year. The key stage one units were updated. There was an emphasis on independent writing in term two across all year groups. The marking approach changed in term two: teachers no longer indicate errors. Through peer assessment, scaffolding provided in term one and 'sentences making sense' sessions, children are able to edit and improve their work.

Both Year 2 and Year 6 teachers attended the moderation training throughout the academic year. Year 2 teachers moderated with a partner schools and were externally moderated this academic year in all core subjects. Scrutiny of Literacy Books focussing on grammar and punctuation, spelling, presentation revealed minor inconsistencies in different year groups.

In all phases, Writing is the lowest level of increase of all the core subjects. Except for year 2(increases of 22% and 17% respectively)and year 6(increases of 17% and 22% respectively) – all other year groups, although having had both internal and external moderation need further support with writing moderation.

Maths

The Herrick Maths session was further developed with the introduction of visual images at the beginning of a unit to raise curiosity and develop discussion linked to WDIKA. A Maths Tracker was also introduced for teachers to complete for each child at the end of each unit: developing, consolidating, secure. Both teachers and children continue to assess progress and understanding in working books by completing the objectives grid at the end of each unit.

A focus on the new approach to Maths was ensured with the continuation of CPD for individuals and Maths workshops for both teachers and TAs. Our work with the Maths Hub has continued: a Maths demo day for all staff followed by discussion and reflection was particularly successful. Teachers across the school were provided with the opportunity to attend Maths Training and worked closely with the Maths lead to implement new ideas and strategies in the classroom.

Maths reflects that some of the highest increases at both expected and GDS at KS1 and KS2 - 22% and 15.5% in KS1 and 11% and 12% at KS2, at each level respectively.

Specific Actions *(linked to SDP)*

Aim: Teachers continuously improve their practice across the school

Action/s

Staff Handbook

Teachers have responded positively to the new staff handbook which was introduced at the beginning of this academic year to compliment the Teaching and Learning policy. Progress has been made in each of the five aspects over the academic year across the school.

After phase walks, a 5 Aspect Review was carried out by the Head Teacher followed by a coaching dialogue. Teachers were encouraged to make use of the coaching release days to work on their agreed development points.

The introduction of the point system allows teachers to strive to the goal of joining the coaching team while taking ownership of their professional development. Accounts on W Drive were created which hold all private information and progress made, ongoing reflective narratives, videos and photographic evidence; only the teacher and the head teacher have access to individual accounts. Coaching release days were provided every fortnight for all teachers to benefit from throughout the academic year.

Maths Coaching-a focus on the new approach to Maths was ensured with the continuation of CPD for individuals and Maths workshops for both teachers and TAs. Our work with the Maths Hub has continued: a Maths demo day for all staff followed by discussion and reflection was particularly successful. Teachers across the school were provided with the opportunity to attend Maths Training and worked closely with the Maths lead to implement new ideas and strategies in the classroom.

Next steps: Followed by the success of the coaching dialogues, progress made in points and teachers making effective use of the coaching release provided, Herrick will continue to provide coaching release. With a high turnover of staff and two NQTs and a trainee teacher, core subject days release and revisiting workshops will be planned into staff meeting and inset days.

Reading- Reading workshops and courses for individuals have been delivered throughout the year. A year 5 teacher worked alongside the Literacy Coordinator and attended further training. After new initiatives (Read Aloud and Word Aware) were piloted in Year 1, Year 5 and Year 3 classrooms, they were introduced to all teachers towards the end of the academic year to enhance the teaching of reading for 2018/19.

Next steps: to continue to raise standards in reading through further developing vocabulary and skills in reading. KS2- After collaboration with the staff, we agreed to introduce mind-mapping in term two after teaching children how to record their learning. We agreed on how differentiation and challenge could be shown in reading journals and will be introducing *Read Aloud*, teaching at the point of reading. KS1-the reading policy was revised to ensure specific traditional texts are taught in certain year groups to avoid overlapping.

Reading Champion-the role of the Reading Champion was also further developed through training and courses. As a result, the Reading Champion has been promoted to the role of the Reading Lead for next academic year and will be in a position to deliver workshops for

both teachers and teaching assistants, oversee Letters and Sounds and the new reading programme in Early Years and continue to monitor assessment of reading across the school.

Next steps: our newly appointed lead will be overseeing the reading programme in Reception and continue to work with small intervention groups -in order to bridge the gap between the reading curriculum and Early Years and year 1, the new approach will continue to be embedded to secure phonic knowledge.

Scrutiny of books- All class teachers were involved in carrying out a scrutiny of books for different subjects throughout the academic year to share good practice and ensure consistency. Feedback and next steps was provided to individuals after each scrutiny on W Drive.

Next steps: Teachers will continue to be involved in the scrutiny of books and weekly scrutiny and monthly feedback will be provided for individuals on W drive.

Moderation- in addition to Writing, Reading and Maths moderation carried out internally, we have also worked closely with a cluster of schools and moderated in year groups across 4-5 different schools using the standardised exemplars from the local authority.

Next steps: we will move away from Target Tracker exemplification material in December and introduce the standardised writing exemplars from the Local Authority at the Expected level. At present, there is no exemplification material at Working Towards and Greater Depth for Year 1, 3,4 & 5. Next academic year, we will continue to moderate with other schools. However, we will also produce our own exemplars for each stage of writing after moderation by the end of the academic year.

Science-an enquiry based approach was reviewed through a science workshop earlier on in the academic year and new resources were shared. The Science curriculum was updated to ensure progression and variety in experiments at age appropriate level.

Next steps: further develop the enquiry approach Science with a new Science Coordinator team teaching across the school on a weekly basis and delivering workshops.

Newly Qualified Teachers-the Herrick Induction programme was delivered to two NOTs. In addition to workshops, courses and ongoing mentoring throughout the academic year, planning for both Literacy and Reading units were provided as guidance. Both NOTs were encouraged to try a new approach in order to make effective use of the newly designed clever classrooms.

Impact – refer to data analysis p.5-7

Aim: Development of our Foundation milestones where key skills, high expectations, discrete phonics, Reading and fluency of number prevails across all subjects

Action/s

We have continued to use the Chris Quigley milestones and skills at the three different stages. A new approach to the teaching of foundation subjects was introduced this academic year. The emphasis is questioning with a milestone being taught at the basic stage, moving onto advancing and gradually working towards deep. Through training and collaborative planning, teachers have been encouraged to create 'controversial' and thought provoking sessions to engage and motivate participation. We want our children to challenge and question. The foundation subject curriculum is reviewed and revised if required annually.

The 'Basic, Advancing, Deep' session was further reviewed in term 3. Phase Leaders worked collaboratively on a knowledge based session followed by a B.A.D session and an assessment session using plickers. The first two sessions begin with a question and develop skills at each stage. After piloting and reviewing, a new foundation subject policy was produced and to share with staff in preparation for the next academic year.

Next Steps: Recommendations will be made for cross curricular opportunities. Teachers to plan Knowledge Based, B.A.D and Assessment session for all foundation subjects development of vocabulary, assessment and questioning are essential requirements.

Impact - Foundation subject sessions delivered across the school showed considerable progress in learning and individual teachers demonstrated high quality lessons [refer to data analysis p.5-7](#)

Aim: Teachers and TAs clearly demonstrate a shared vision in their practice

The following focuses on the development of TAs

Action/s

Reading Champion –the role of the Reading Champion has now evolved: we have a Reading Lead. Through WIT training, assessing and analysing reading data across the school, monitoring the phonics programme to sustain the success, our RC has developed skills in many aspects of reading and can teach the subject at a good standard across the school.

Level 3 Teaching Assistant- has been promoted to Level 4 after demonstrating flexibility and the ability to deliver a range of subjects across the school: physical education, musical instruments, French and role play/drama, reading and Letters and Sounds session. In addition, she devised and introduced Elocution units to different year groups and continued the Herrick Performing Arts with a successful production of 'Bollywood meets Greek' attended by parents.

Key Stage One Teaching Assistants- while our TAs have a vast knowledge of different reading interventions, refresher workshops and various strategies were revisited. All TAs worked alongside the Reading Champion who provided further guidance, resources and unit plans to support different groups.

Next Steps: Continue to provide reading workshops throughout the academic year appropriate for the age group TAs are teaching. Level 4 Teaching Assistants to be including in the Coaching Triad groups planned for next academic year.

Impact- Attainment in Phonics Screening Check results has continued to sustain at 98% of the children passing and promotion of the Reading Champion to Reading Lead.

Aim: Better use and understanding of our learning environments

Action/s

Using Salford University's research on Clever Classrooms, the Year One classrooms were completely revamped after collaboration with class teachers the previous year. The reduction of 'noisy' displays, investment in furniture that encourages collaboration and interactive learning and review of using light, colour scheme and space effectively have improved the classroom on an aesthetic level.

Two new teachers were appointed in year one which has had the smallest cohort (42 children) to introduce a similar approach to reception: moving around the classroom, choosing your own work station, separating or joining desks, nurturing the classroom goldfish, using boards at eye level and working in different areas of the classroom in different groups.

Display boards across the school have been completely revamped: a uniformed appearance of natural tan background and black borders to prevent unnecessary distraction. All corridor displays are interactive and children are encouraged to contribute in red 'letterboxes.' In Key stage two, the British Values Agree/Disagree question of the month encourages children to take a democratic vote and give reasons for their opinion while the Boggle display encourages children to play with words. An Art Gallery invites all abilities to contribute and the philosophy for children board is thought provoking. 'Controversial' pictures with a question and word develops language, raises awareness, enriches and stimulates discussion.

Key Stage Two-2 questions linked to the term's curriculum were displayed in the hall and a display committee consisting of children from key stage two was formed. They selected pieces of work from books and met with the head teacher to present their choices on a weekly basis. Work was selected for the hall boards and a question was displayed to go underneath it. Questions were discussed and all children were encouraged to answer in the head teacher's weekly assembly.

Displays-Children enjoyed making a contribution to the red letterboxes and contributed to displays around school and to the Key Stage Two Hall display.

Next Steps: Further plans to improve learning spaces will be planned over the summer period. To further develop the Key Stage Two Hall, encourage school council members and key stage one to be involved. To continue constant engagement with a purposeful display, the policy will be reviewed and revised. The introduction of Art workshops to develop skills in one area will be delivered on a half termly basis across the school.

Impact -Clever classrooms; the majority of the children made the expected progress. However, it is too early to show the long term impact of this initiative. The cohort will continue to be taught in a 'Clever Classroom' as the year 2 classrooms will also be revamped during the summer period.

Aim: Develop a deeper understanding of assessment of our Foundation Subjects (Chris Quigley), includes formative, diagnostic and summative aspects

Action/s

Plickers was introduced to each classroom from term two onwards to support assessment of understanding. However, we are aware further demonstration of the programme is required so all staff are secure in using the tool for assessment purposes.

Class teachers continued to complete an end of term assessment for key stage one foundation curriculum while children in key stage two completed their own end of term assessment for foundation subjects.

Teachers also worked in triads to carry out scrutiny of books for the different foundation subjects and provided feedback for each other.

Next Steps: Strand C is the assessment part of a unit of work and needs to be carried out for each unit taught. An overview of children developing, consolidating or securing needs to be completed for a subject assessment folder.

Impact- After discussion with staff on recorded work and phase leaders in key stage two working together on a new approach to the teaching and learning of foundation subjects, a third strand was introduced: assessment using plickers.

Appraisal

All teaching staff will have targets set under the 5 following headings:

1. Promote good progress and outcomes by pupils

Attainment in line with school expectations >75% pupils at Secure age related expectation by the end of the Academic Year (emphasis on high attainers and disadvantaged) - Standards Expectations- Focus (agreed with teacher).

Pupils in the Early Years Foundation Stage will be assessed using target tracker - the focus for teachers in the EYFS will be on communication and language, literacy(READING-narrow gender gap), mathematics and PSED (demonstrate good progress).

2. All learning to be consistently good by the end of the Academic Year –

Every teacher's appraisal target for teaching and learning is linked to the 5 non-negotiables which are the core aspects of all Herrick lessons:

3. Deliver planned learning opportunities that support and further develop school priorities- identify key actions and impact

4. Phase overall/ Standards Action Plan

5. To strategically lead and manage/ develop pedagogy/ research/ deliver CPD

Scale	No.of teachers	Appraisal Targets met – Yes/No
MPS Pt 1	2	<i>both NQTs completed year successfully</i>
MPS Pt 2	4	All 4 teachers met targets
MPS Pt 3	1	Exceeding targets – teaching deemed to be of high quality (left – promotion))
MPS Pt 4	1	Exceeding targets – teaching deemed to be of high quality (left –promotion)
MPS Pt 5		
MPS Pt 6	1	Exceeding targets – applied and succeed to UPS
Upper pay Scale 1	4	<i>All teachers met targets (1 retired, 3 individuals remain at current level – did not request higher level</i>
Upper pay Scale 2	2	<i>1 left before end of year(birth of child), 1 other met targets- however left profession</i>
Upper pay Scale 3	1	<i>Met targets – teaching deemed to be of high quality (left – moved city))</i>
Leadership	3	<i>All met targets - all but 1 moved up leadership scale</i>
TLR 2a	1	Met targets
TLR 2b		
TLR 2c		
	19 teachers Inc. HT	

Teacher Files

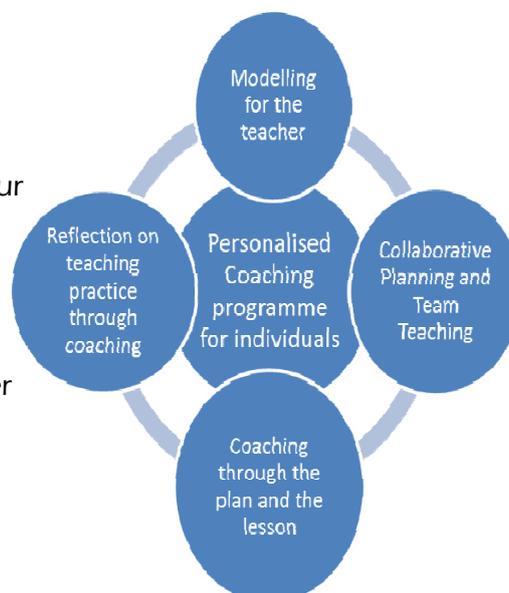
Each teacher compiles evidence of development and growth of good practice through collection of the following: Coaching programme, Formal observations, development points, appraisal documents, scrutiny of work, Maths analysis/planning, Subject leader/phase/standards action plans, review of classroom environment, pupil progress meetings, and Teachers standards.

NQTs

During the course of the academic year, the NQTs improved on the pitch and pace of their lessons. They established good relationships and demonstrated good classroom management from the beginning. There has been evidence of engaging children through practical tasks and good questioning and scrutiny of Reading and Writing books show that marking policies are being adhered to.

The Herrick Coaching Model

We constantly review and assess the impact of our Coaching Programme. At Herrick, we believe in preparing the foundation for good teaching by modelling first to set the standard and make expectations at Herrick clear. However, we encourage teachers to adapt and develop the skills and strategies that are shared and expect teachers to be able to transfer the skills across all subjects.



In term one and term two, all teachers completed a personalised coaching programme request form. All requests were met and Reading, Writing and Maths units were modelled by Subject Coordinators for all teachers.

In term two, teachers participated in a Coaching Walk and discussed teaching in relation to the school policy with their coaches.

At the end of term 2, we introduced a Coaching Drop in Week was introduced. A week long Coaching Walk was carried out by CLT to assess the impact of the coaching support that had been provided.

The introduction of the bespoke coaching programme has facilitated improvement in teacher practice and has resulted in an overall 'good' for quality of teaching and learning. Formal lesson observations and coaching walks substantiate this. Further development in teacher practise is still required and will be provided for in 2018/19 through the delivery of a personalised coaching for individual teachers across all core subjects and foundation subjects. The heightened emphasis upon coaching will hopefully extend further the gains already made in improving the quality of teaching across the school.

We will plan more opportunities for Staff to participate in Collaborative planning after studying John Hattie's research in *Visible Learning* which highlights that it is one of the strongest factors in developing teaching and learning.

Our assessment system

Initially we introduced the 'Target Tracker' system to support assessment, however - we recognised overtime that the process of assessment did not effectively inform our learning and teaching in-relation to purpose, planning and predictions.

We looked closely at how we could help our children be learners who understood how to become better at learning and who could assess their own strengths and weaknesses, and possibly talk about what they enjoy and why? The teachers raised the question - Do they appreciate that assessment is an opportunity for growth – improve their learning? By marking together and using learning time to share common errors and misconceptions (not all). To allow those that already can- work on specific aspects independently. To support a chosen few rather than the whole class to think about the concept/application and not just correcting the question, to use peer support or any other strategies to support their understanding of the importance of assessment – or in their eyes, 'testing'.

As a school we endeavour to develop and evolve our assessment process to support 'next steps' and effectively 'communicate with pupils and parents' on how to improve and progress. It is our intention to devise a method to help our children become aware of what they should be looking for; realising what the question is asking; identifying the knowledge they already have and how to apply it – and this for our children is the: Oh Yeah moment! They will recognise that being shown what they need to know next is more important than the 'levels' or 'scores' they receive.

Assessment

Assessment 2017 – 18 (EYFS)

Assessment to inform:					
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	Complete Baseline assessment Nursery and Reception	<p>Understand of attainment.</p> <p>Identify the areas of development.</p> <p>Identify the individual children's needs.</p> <p>Identify the intervention groups</p>	<p>Small group focus teaching activities will be planned accordingly to gender gap, identified areas of development.</p> <p>Intervention groups will be set.</p> <p>Targeted children will be identified.</p> <p>Setting Letters and Sounds, and maths groups.</p>	Teacher will be able to predict the expected progress and the attainment for each child.	<p>Through Home& School diary, parents will be informed what their children's targets are. Children will be given verbal feedback about their work and the way they play throughout learning through play, individual reading, small group focus activities.</p> <p><u>Parents will receive the child's baseline report in second half term.</u></p>
	Home and School Diary-ongoing Reception only	To have good communication with parents and inform parents about their children's learning. Working parents have an opportunity to pass their views on their children's needs and learning.	During focus activities, reading and focus writing, the targets are given to children is also shared with parents. TAs are clear what the children's targets are when they work with their targeted children.	Plan specific targets for children which will make an positive impact on children achieving age expected level and make good progress.	Parents will have regular update about their children's learning and targets. They will have a good understanding of what their children's strength and areas of development in maths and literacy.
1.2	Autumn 2 Assessment	Identify the areas of development, Analysing progress, gender gap etc.	Regrouping children Identifying topics and creating enabling environment according to analysis of data	Re-evaluate the expected outcomes	Children's progress shared with parents at the parents evening.
2.1					
2.2	Spring Assessment	Identify the areas of development, Analysing progress, gender gap etc.	Regrouping children Identifying topics and creating enabling environment according to analysis of data	Re-evaluate the expected outcomes	
3.1					
3.2	Summer assessment	validity of Teacher assessment	Phase action plans SEF- SDP	Actual data is produced	Parents receive end of year written report with the children's attainment
1.1-3.2	Reading diary-ongoing Nursery and Reception	To identify child's reading level, to support their reading skills, to develop their comprehension and language through discussion and questioning	Parents workshop- letters and sounds Talk for writing – supporting comprehension and understanding of the text Supporting children with extending their vocabulary/ Letters and sounds planning	Identify children's strength and areas of development and identify targeted groups of children	Parents are given feedback how their children's reading is. How well they read and what they need to practise more.

Assessment 2017 – 18 (Reading)

		Assessment to inform:			
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	<p>All Reading Journals to have relevant baseline proforma.</p> <p><u>(round 1)</u> Yrs 1 & 2 to complete YARC assessment.</p> <p>Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line</p>	<p>Provide historical understanding of attainment and plot success pathway</p> <p>To provide standardised score and reading age</p>	<p>Use summer test analysis in supporting strengths and areas of development for specific year groups</p> <p>Inform support required for individual children</p>	<p>Recognise expected trajectory for each child</p>	<p>For children at or above age related expectations to have 'Reading baseline' in book</p> <p>Children below to have key targets placed in front of book (these are to be personalised and not linked to Target Tracker curriculum statements</p>
1.2	<p>Yr1 Phonic test Yr2 GL assessment paper 1B Yr3-6 NFER test (suite 1)</p>	<p>(Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability</p>	<p>Provide in-depth analysis with specific emphasis on</p>	<p>Support in re-evaluating target setting</p>	<p>Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies</p>
2.1	<p>Years 1-6 Reading Report Card Spring 1</p>	<p>Focus on impact of revised reading sessions</p>	<p>Analysis on two key aspects of reading – language comprehension and word recognition</p>	<p>Provide assessment data in-relation to fluent reading capabilities</p>	<p>Reports cards sent home informing parents of ability (term 2.1)</p>
2.2	<p>Years 1-6 Reading Report Card Spring 2</p>				<p>Reports cards sent home informing parents of ability (term 2.2)</p>
3.1	<p><u>(round 2)</u> Yrs 1 & 2 to complete YARC assessment.</p> <p>Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line</p>	<p>To provide revised standardised score and reading age – calculate level of progress</p>	<p>Inform support required for individual children</p>		<p>Information to be shared via reading journals</p>
3.2	<p>Yr1 Phonic test Yr2 GL assessment paper 2A Yr3-6 NFER test (suite 2)</p>	<p>(Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability</p>	<p>Provide in-depth analysis with specific emphasis on</p>	<p>Support in re-evaluating target setting</p>	<p>Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies</p>

Assessment 2017 – 18 (Writing)

Assessment to inform:							
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?		
1.1	<p>Beginning of Term 1- Teachers to moderate using target tracker exemplars to secure teacher judgements.</p> <p>Look at independent writing produced by children in Literacy books from the previous term (T3 17)</p> <p>Literacy books are returned to chdn to take home.</p>	<p>Teachers secure understanding of writing expectation for the academic year</p> <p>Inform next steps</p>	<p>Inform planning. Identification of area of need- assessment for learning</p>	<p>Plan specific targets and effective intervention for the relevant children in relation to the next unit to narrow the gap between below, working within and secure.</p>	<p>Literacy Books are sent home every week</p> <p>Grammar and Punctuation expectation for specific year group is displayed in book.</p> <p>Individual's next steps are shared with parents on parents' evening</p>		
1.2	<p>Moderation in year groups</p> <p>Teachers to moderate pieces of writing in the last two weeks of term 1 in year groups</p>	<p>Teachers to secure teacher judgements</p>			<p>Teachers and CLT to produce an overall summary for each year group and create a portfolio</p>	<p>Summary and portfolio to support set targets for writing.</p>	<p>Mini progress report on writing at the end of term, targets and next steps inside book at the end of each term. <u>Below, Working Within, Secure, Above</u> written inside book but not online.</p> <p>Literacy books and overall writing to be shared with parents- discussed during Parents' Evening</p>
2.1							
2.2	<p>Teachers to moderate a different year group's writing at the end of term 2 and 3</p>	<p>Teachers to validate teacher judgements.</p>					
3.1		<p>Development for whole staff</p>					
3.2	<p>Teachers to moderate a different year group's writing at the end of term 2 and 3</p>						

Year 3	
I can use capital letters.	Do your sentences make sense?
I can use a full stop.	Have you used a capital letters correctly?
I can use an exclamation mark.	Have you used full stops correctly?
I can use a question mark.	Have you missed out any words or letters?
I can use apostrophes.	Are your words in the right order?
I can use the correct tense.	Have you checked spelling?
I can use speech marks correctly.	Have you used the correct tense?
	Have you used punctuation correctly?

Assessment 2017 – 18 (Maths)

Assessment to inform:					
	Process – What is to be done?	Purpose	Planning	Predictions	How is this to be Communicated to Pupils and parents?
1.1	-Complete Baseline proforma Yrs 1-6	Provide historical understanding of attainment and plot success pathway	Use summer test analysis in supporting strengths and areas of development for specific year groups	Recognise expected trajectory for each child	For children at or above age related expectations to have 'Maths baseline' in book – children below to have key targets placed in front of book (these are to be personalised and not linked to Target Tracker curriculum statements.
1.2	-Yr6 previous SATs -Yr2 previous SATs -Yr1 EYFS assessment -Beginning of year assessment (NFER) : Yr3 -5 (suite 1)	Familiarise pupils with process, provide an indicator of validity of teacher assessment	Reference on techniques/ strategies applied – ensuring gaps/misconceptions are addressed	To re-evaluate outcomes – use of FFT to support target setting	Test Paper to be shared with parents and pupils through workshops, identifying development points and to share effective strategies
2.1					
2.2					
3.1					
3.2	-End of year assessment (NFER) : Yr3 -5 (suite 2)	To determine standardised score and to compare with previous year	Support in identifying target children and key concepts which must be priorities for individual year groups	Plan specific targets and effective intervention for the relevant children in-relation to the unit	Share in recognising standardised scores but more importantly devise specific targets based on question analysis to support individuals and understanding of cohorts/classes for the following year
Through-out the year	-Times tables to be taught weekly and tested formally - highlight incorrect or difficult multiplication facts	To support pupils recognise difficulties and provide focus on learning specific multiplication facts	To support in developing times tables lessons for either whole class or individuals		Times tables books to be sent home weekly – pupils and parents to acknowledge focus of targeted times tables (half termly reports to be produced and shared with pupils and parents
	-assessment of units to be completed after completion	Provide specific details of each unit in-relation to individual pupil and	Inform next steps, identification of misconceptions, early reflection –		Targets and interventions to be recorded in books (this is to be communicated in a manner that is appropriate for parents and children

Marking and Feedback

Lesson observations and the scrutiny of pupils' work indicate that most work is marked and assessed well. Pupils are given guidance on what they must do to improve their work and also the necessary encouragement to ensure good progress is made.

The quality of this feedback helps to ensure that pupils are motivated and interested in their work. It was evident through our monitoring and evaluation, that 'marking and feedback' is an aspect of teaching which we as a whole school would like to develop further.

The marking policy was revised for Key Stage One and changes have been made to the existing marking policy for Key Stage Two following the external moderation of Year 6 writing.

Children are fully supported through marking in term one. In term 2, all year groups-except year 1-are expected to check and correct their own writing and punctuation or grammatical errors are no longer indicated by the teacher.

Homework

This is the third year children in years 1 -6 will take home their Literacy and maths books on a set day every week. Essentially, this was to help parents/carers get a clear view of the work carried out in lessons. It was indicated in our parent questionnaire that parents wanted to be made aware of what their child was doing and how they were progressing on a regular basis.

Previous comments from parental questionnaire included:

'would like to see their work other than Parents' Evening'

'don't know what my child is working on!'

'tell me more about what they need to do better'

Through this initiative it was recognised (through feedback from parents) that the core purpose of stimulating discussion at home was a success. As one parent stated, 'my child can't claim to have done nothing at school! – all I have to do now is ask – explain to me about this work?'

OFSTED Criteria / Current School Evaluation

The evaluation schedule – how schools will be judged

Grade descriptors

Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Conclusion

Please refer to current SEF