



Teaching & Learning Policy

(including Assessment, Feedback, Phonics and
Home Learning)

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*We promote British Values as part of our SMSC curriculum and they are woven through all our policies.
British Values are; Democracy, the rule of Law, individual liberty, respect and tolerance.*

1. Introduction

At Water Hall, we recognise that personal growth, resilience, positive mental health and development play a large part in the ability to learn and therefore an emphasis is placed on this in order to accelerate their acquisition of curriculum knowledge and skills to ensure that they are ready and prepared for each stage of their education.

Children at Water Hall learn to be '**Ready, Respectful and Responsible**' young people who think critically, creatively and altruistically to complement the curriculum knowledge and skills that they acquire throughout their time at Water Hall Primary and beyond.

We use the National Curriculum for Years 1-6 and Development Matters in the Early Years Foundation Stage (Reception and Nursery) as a basis for planning pupils' learning.

2. Aims for learning

- To enable all children to learn and apply knowledge to the best of their ability;
- To promote a positive attitude to learning that gives a solid base for lifelong learning and a further desire to learn
- To enable children to be creative and to develop their own thinking;
- To enable children to be positive citizens in society; by being Ready, Respectful and Responsible
- To fulfil the requirements of the National Curriculum, Early Years Foundation Stage and Locally Agreed Syllabus for Religious Education;
- To provide learning opportunities which involve all children in relevant and interesting experiences, discussion and activity;
- To provide opportunities for children to develop their individual strengths and support learning which they find challenging;
- To promote involvement of Parents/carers in children's learning
- To ensure that children view learning as satisfying and thought-provoking, and to foster curiosity and enquiry.

3. Organisation

8:45 - 9:00	9:00 - 9:15	9:15 - 10:15	10:15 - 10:30	10:30 - 10:45	10:45 - 11:45	11:45 - 12:00	12:00 - 12:30
Register (8:45) MMG	Tuesday and Thursday - Story Share/Rhymes & Rhythms Monday, Wednesday and Friday - Assembly	Read Write Inc/ English	Handwriting	BREAK	Maths	Times Tables/PiXL Fluency	Reading

Timetables are uniform across Years 1-6 for the morning sessions, although the session before lunch may differ to accommodate PE.

Children are taught in 3 Key Stages: Foundation Stage, Key Stage 1 and Key Stage 2. Within those Key Stages year groups may be mixed, as our PAN is 45 per year group.

Daily phonics sessions or English (using Ruth Miskin Read, Write Inc or Talk 4 Writing) are timetabled at the same time.

Maths is taught in single age groups (2 x Year 6, 2 x Year 5, 1 x Year 4, 2 x Year 3, 1 x Year 2, 2 x Year 1)

There are timetabled sessions for Handwriting, Spelling, additional reading and additional writing sessions are also planned throughout the week.

All other subjects are taught discretely, although there may be cross curricular work. This fulfils the requirements of the 2014 curriculum and also includes areas specific to the needs of the children at Water Hall.

4. Planning

Teachers have a good working knowledge of a variety of teaching styles and teachers at Water Hall are expected to apply the appropriate style to support learning e.g.

- Direct instruction and explanation
- Focused questioning
- Dialogue and discussion
- Whole class work, group work, paired and individual work.

Learning is planned in three phases.

KS1 and KS2 – Long Term

We work on a two year cycle of curriculum delivery (Cycle A and Cycle B) from Years 1-6, to ensure coverage and progression and also meets the statutory requirements of the 2014 curriculum. This is a working document which is continually reviewed.

KS1 and KS2 – Medium Term

We use the following schemes as a basis for our planning and delivery of National Curriculum subjects

Phonics (Nursery to Year 4)	Ruth Miskin Read, Write Inc
Phonics Catch Up (Year 5 and 6)	Ruth Miskin Fresh Start
English	Talk 4 Writing
Maths	White Rose Maths
Science	Snap Science
Computing	Switched On Computing
History	Rising Stars
Geography	Rising Stars
DT	Kapow
Art & Design	Kapow
RE	Discovery RE
Music	Kapow

PSHE	Jigsaw
PE	Get Set for PE
Spanish (KS2)	iLanguages

Our plans and lesson delivery include;

- Reference to/understanding of the programmes of study, application of the scheme
- Clear learning intentions that scaffold the learning towards the knowledge to be learnt
- Key questions
- Speaking frames to support whole sentence answers
- Adaptive teaching for classes, groups and individuals
- School values
- British values
- Children's prior learning/knowledge and interests

Reception and Nursery – Medium Term

Reception and Nursery plan using the Development Matters and Early Years outcomes documents and delivery is topic based.

Plans and learning include;

- Key learning for the topic in each area
- The learning journey the children will go on
- Possible weekly learning opportunities.

Medium Term plans are stored on the planning drive.

KS1 and KS2 – Short Term

Short term plans are annotated, to provide assessment information, next steps, scaffolding required for individuals or groups of pupils.

Children who are absent are noted and books labelled so teachers (and parents) know what pupils have missed.

All teachers ensure all levels of planning are appropriate for their classes.

Talk 4 Writing plans include:

- Key questions
- Key vocabulary
- Key knowledge that needs to be embedded from previous years and knowledge to be learnt
- Clear learning intentions that progress through the week/unit
- Clear information on scaffolded activities and support they may require
- Guided groups (GG) throughout the week
- Plenary(ies)
- Integral talk/discussion activities, rehearsal and application activities

Short term planning for all other curriculum subjects (including White Rose Maths) is used directly from the schemes mentioned above, with adaptive teaching being made to suit the needs of the class/group. RWI is taught, with fidelity to the scheme.

Teachers keep a hard copy (where necessary) of this planning which is annotated with adjustments and notes to inform future planning.

There is no current requirement to populate additional planning sheets or reproduce any schemes onto Water Hall documentation, however this is open to change and is dependent on the needs and performance of the teacher and pupils' learning.

Reception (EYFS) – Short Term Plans

English, Maths, phonics, topic, handwriting and unit plans are produced weekly.

English and Maths plans include:

- Key learning for the unit
- Clear learning Intentions that ensure progression through the week
- Clear information of scaffolded activities and support they may require

- Plenary

Unit plans include

- Key learning for all areas of Development Matters.
- Activities to support the learning in different areas.
- Key vocabulary
- Key questions
- Resources

5. Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. This feedback can be verbal or written, or can be given through marking tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Education Endowment Foundation.

We use this rationale as a basis for our feedback to pupils and it takes a variety of forms, with the main form being verbal 'on the spot' feedback to either a whole class, group or individual pupil.





We understand that providing effective feedback is challenging and dedicate CPD to improving this.

We want our feedback to:

- be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.
- be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.

Any feedback from an adult in a pupil's book is written in **green** pen, pupil's when self assessing or feeding back to their peers use a **purple** pen.

We use these strategies to support high expectations in the classroom:

-  No Opt Out (using RWI strategies for participation)
-  Right is Right (avoiding the temptation to accept a 'nearly right' answer or to 'round up' pupils' answers)
-  Stretch It
-  Thinking Hard

6. Assessment

This is in line with the expectations of the Tove Learning Trust. See Appendix 1.

<https://docs.google.com/document/d/1vofVrcwEenYDPGI0x2n1yHvfo8kNmEwEHM-YBhcQpuk/edit?ts=600031bd#>

7. Home learning (Homework)

Children all have a Home Communication book, as well as a Reading Record. These can be used by both adults in school, at home, pupils to communicate.

It will contain information about learning in school such as:

- Knowledge organisers
- RWI grouping information after assessment points
- Curriculum newsletters
- Information about interventions and when children have read in school
- Reminders
- Homework information - RWI books sent home etc.

Families can add notes about home learning, ask questions etc.

After surveying our staff and families the following is our expectation for home learning for our pupils:

1.) **All pupils are expected to read** at home at least 3 times a week, preferably to/with an adult or older sibling in the household, either RWI books and a library book or Oxford Reading Tree and a library book

Whilst engaging with **Read Write Inc (RWI)** this will always be a book that the child has read at least 3 times in school or can read at their level. It may 'appear' easy for the child but they are 'showing off' their phonics learning from school to their family.

Adults/older siblings should **read other books to their child** whilst they are engaged in RWI, this sharing of books is vital for children to be 'exposed' to vocabulary that they may not yet be able to read.

More information about RWI can be found here:

<http://waterhallprimary.co.uk/our-curriculum/phonics/>

2.) When children have **finished RWI** then they will bring home an appropriate book (Oxford Reading Tree) from school to read at home, or they can read their own materials at home. We still encourage adults/older siblings to read to and listen to children read at home to continue to promote a love of reading and enjoyment in sharing books. Books that children take home come from the library and the range of Oxford reading books.

3.) **Oxford Reading Buddy** supports children with their comprehension skills, and enables children to access their books as ebooks too. Oxford Reading Buddy provides a motivating and friendly virtual environment where children have their own digital Reading Buddy to coach reading and comprehension skills.

4.) We use an online platform called **Times Tables Rock Stars**, children are expected to engage in this activity 2-3 times a week, following direction from their teacher. There may also be additional challenges set for this, in line with national and local challenges.

5.) **Handwriting** practice, appropriate to age will also be sent home, when necessary.

6.) To support learning across the curriculum, class teachers may also send out suggested learning opportunities to enhance our children's understanding, these may take the form of **longer projects** over a number of weeks, especially in Years 5 and 6.

7.) Teachers may also use online platforms, such as Google Classroom or Class DoJo to set activities and challenges for pupils that they are able to access from home. This also allows children to share their learning with their families.

There may also be occasions where class learning needs to be completed at home, if it has not been completed in school. This is in line with our behaviour policy and parents will be informed.

8. Reporting to parents

Parent/carers meetings are held in November and February. There are always other opportunities for parents/carers to discuss children's progress. We encourage communication from parents/carers at all times via the home communication books, phone calls or emails to staff/office.

A written, summative report which informs parents/carers of children's progress is produced in July. This also includes areas children need to work on and those that they are performing well in. Parents/carers are invited to discuss this with their child's teacher after receiving the report.

Teachers also meet with parents/carers whenever it is appropriate. Parents/carers are encouraged to discuss aspects of their children's learning on an informal basis with their child's teacher at the end of the school day.

Annual Reviews are held once a year for those children who have an EHCP.

9. Monitoring

The Headteacher reports on the levels of learning and levels of attainments to the Local Governing Body.

Subject Coordinators, Phase Leaders and Senior Leaders monitor aspects of the teaching and learning throughout the academic year. This can take the form of planning and book scrutinies, lesson observations, learning walks, workshops and coaching sessions.

Pupil Progress Meetings (PPMs) are held at least termly.

Performance Management meetings and target setting focus on raising attainment.

10. Links

This Policy should be read in conjunction with the individual school's values, subject policies and the following whole school or Trust policies:

- Health and Safety
- Racial equality/Equal Opportunities
- Special Educational Needs
- EYFS Policy
- PHSE/RSE Policy

Appendix 1

Assessment at Water Hall Primary School

Effective **assessment** of pupils' work is central to good teaching and learning, enabling our teachers and pupils to quickly identify gaps in pupil knowledge and understanding and therefore plan the next steps in pupils' learning, helping ensure they make good progress.

Both **formative** and **summative** assessment practices will be used in school to help improve teaching and learning, since they both aim to establish what has or has not been learned and will therefore drive planning for the next steps in learning.

Formative Assessment (Assessment for Learning)

Formative assessment is the use of day-to-day, often informal, assessments to explore pupils' understanding. It enables the teacher to decide how best to help pupils develop that understanding. This can be done through asking the children questions (use of destination questions in Maths), observing them as they work, intervening during independent or group work, marking their books and providing feedback, as well as diagnostic testing etc. Formative assessment is not always recorded and can just be given/used verbally.

Summative Assessment (Assessment of Learning)

Summative assessment usually takes place after children have completed units of work or at an appropriate time within a term (as indicated in our yearly planner which is based on the PiXL assessment calendar and RWI good practice). The information it gives indicates their progress and achievement. It gives children, parents and teachers valuable information about a child's overall performance at a specific point in their learning.

Assessment Rationale:

Our teachers assess pupils regularly. Informal, mainly **formative**, assessment will happen in most lessons, through classroom dialogue, observing pupils at work and checking pupils' written work.

We also use the following strategies (not an exhaustive list) when collecting formative assessments across the school:

- Quizzing - paper based and online
- Questioning
- Discussion
- Short focused tests - diagnostic tests

We use the following published materials to support us in our **summative** assessment of pupils across the school:

- Read, Write Inc
- Fresh Start
- White Rose Maths
- Other curriculum schemes used at Water Hall
- PiXL - Partners In Excellence - Assessments against PiXL schools
- Times Tables Rock Stars

These are well researched and respected partners in attaining and collating summative assessments for our pupils. These methods include a range of strategies depending upon the age of our pupils and the subject. We use this assessment information accurately to inform future decisions and actions and so maximise their impact.

The PiXL Primary Assessment Calendar for Years 1-6 schedules assessments across the year and for all year groups. The package includes:

- Two assessment points for Years 1 and 2 (school add in a third in line with the Trust requirements),
- Termly PiXL assessments for Years 3-5
- Four assessment points for Year 6.

These assessments are analysed forensically so that they inform planning for the cohort as a whole and for individual groups of pupils, but also to give information for key priorities across the school and across the curriculum.

Our yearly planner for assessment is in line with the PiXL assessment calendar and the STA statutory requirements.

We hold and analyse our formative assessment data in the following ways/using the following sites:

- PiXL - PrimaryWise Data Area
- RWI - Ruth Miskin portal (no names, only numbers/percentages)
- Pupil Attainment Tracker (PAT) spreadsheet for all pupils on the RWI & FreshStart programs
- Grouping Grid for RWI and Freshstart

EYFS

- Nursery and Reception will complete the National Baseline Assessment within 6 weeks of starting, as well as a school baseline
- Children have individual records of achievement against Development Matters. These are in paper form.
- In line with Development Matters, there is no formal tracking of children, but our teachers know where their children are and are able to report to their leadership on the attainment and achievement of children.
- Reception teachers complete the Early Years Foundation Stage Profile, whilst this is still statutory and must comply with each Local Authority deadlines, monitoring and moderation requirements.

Years 1-2 (KS1)

- Formative assessment is evident through curriculum plans. These may be carried out 1:1, small groups, rather than the whole class.
- Children undertake summative assessments twice a year, in Spring and Summer, in Reading, Writing and Maths.
- Year 1 children will undertake phonics checks throughout the year, in line with the RWI suggested timetable (November, February and April). They will undertake the phonics screening check (PSC), during the summer term (June), as determined by DfE.
- Year 2 children who did not pass the PSC in Year 1 will need to undertake this during the summer term (June) as determined by the DfE.

Years 3-5 (KS2)

- Formative assessment to be evident through curriculum plans
- Children undertake PiXL summative assessments termly.
- Summative Teacher Assessment of writing will take place at the end of each long term.
- Year 4 children will undertake the Multiplication Check during the summer term as determined by the DfE.

Year 6

- Formative assessment to be evident through curriculum plans
- Children undertake PiXL summative assessments four times a year, using PiXL or STA past papers.
- Summative Teacher Assessment of writing will take place at the end of each long term.

Quality Assurance and Moderation

EYFS

The Phase Leader, in the first instance is responsible for the QA system around the quality of curriculum plans and robustness of the assessment intertwined with them, this is overseen by Senior Leaders. **We also link up and moderate curriculum plans with other schools locally and within our Trust.**

KS1 & 2

Our writing Teacher Assessment is moderated both within each individual academy for Years 1, 3, 4 & 5 and in collaboration with other local schools.

For Years 2 and 6, we moderate internally and then between academies to ensure consistency of allocation of standards.

PiXL

We use the:

National QLA Summary Report: The QLA National Summary Report provides an analysis for each school on how they have performed in each topic or question and this is then benchmarked against the PiXL Partnership national performance. The PiXL subject teams use data from National QLAs strategically to inform planning of PiXL strategies and resources in order to meet the needs of pupils across the partnership.

Cumulative Percentage Tables: These tables give a breakdown of the total marks achieved in the tests and what proportion of pupils across PiXL schools have obtained these. They can be a very useful tool for benchmarking pupils' performance.

Appendix 2

The teaching of phonics, reading and writing

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto our Talk 4 Writing curriculum once they can read with accuracy and speed.

The programme is for:

- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 will follow Read Write Inc. Fresh Start.

In Read Write Inc. phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.
- In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning.

This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

Nursery:

We work towards having a 'talk-a-lot, read-a-lot nursery' where we see the following:

Nursery rhymes and storytime

In our nursery the main focus is reading stories and rhymes to children and developing their language. We aim to spend three times as much time reading stories to children as we spend teaching phonics. Nursery rhymes and stories we sing and read over and over again are planned - using the same actions and special emphasis every time.

Staff and children role play together and we provide parents with 'ten top tips for reading stories' and support parents.

Planning talk throughout the day

In our nursery we:

- Organise small group sessions throughout the day to ensure children talk as much as possible. Plan the words and talk associated with the play
- Plan to use a range of words and phrases with similar, but slightly different, shades of meaning (synonyms)
- Teach grammar and vocabulary by building sentences orally throughout the day – about pictures, real objects, children's paintings etc.
- Use TOL to build their ideas into a sentence, then repeat MTYT.
- Use forced alternatives to provide children with language rather than just noting down what they do say

In Nursery we will start teaching sounds in the term before starting YR, keeping to the following points:

- Teach a new sound every day for about 15 minutes.
- Choose a time of the day when children are at their most alert.
- Not letting phonics teaching interfere in other areas of learning - we avoid painting letters, finding letters in the sand etc. We let children enjoy the integrity of each experience.

- Start teaching children to blend in small groups once the children can read all the single letter Set 1 sounds speedily.

Letter formation:

- Teach children to form the letters in the air during the Speeds Sounds lessons.
- Teach them the correct pencil grip and sitting position from the very beginning. Children should always sit at tables for writing so we can set these habits.
- Help children practise writing letters at a different time of the day in small groups, or as individuals.

In **Reception** we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them, simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Once children complete Read Write Inc. Phonics they are taught in their year group/phase/class using Talk 4 Writing. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills.

Outcomes for children Assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics or Talk 4 Writing. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. In addition, we use a standardised reading test (Salford) so that we can ensure that the gains our pupils are making are age-appropriate progress, along with PiXL assessments.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress. Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

By the end of Key Stage 1, we aim for our pupils to be able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills will mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Quality of teaching, learning and assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach in other subjects across the curriculum.

In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every 6-8 weeks. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Additional support for lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Home Learning

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can retell the story out loud and recall details and vocabulary.

Quality of teaching and pupils' progress

The headteacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle. We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MTTT, TTP. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.

6. Teaching is monitored thoroughly

Personal development, behaviour and welfare

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day. We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed so pupils know how this can develop and how to deal with it if it does. Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils. Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

Attendance

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. Group teachers act as an attendance manager for their pupils. They arrange a meeting with the reading leader or headteacher and the parents of the pupils who have poor attendance and low reading ability.

1. All staff use the Management signals consistently in and out of lessons.
2. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
3. Praise is fundamental in helping pupils make progress and behave courteously.
4. Staff are consistently kind, considerate to each other and to pupils – no shouting, shushing and nagging.
5. Pupils attend every day, unless poorly.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff. The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils have finished the RWI programme by the end of Year 1 / Term 1 Year 2.

The reading leader's roles include: - ensuring that our teaching of reading is of the highest quality and that all our pupils make progress. - ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support. - keeping the groups homogeneous, i.e. at the same reading level - providing further training (through masterclasses, coaching/ observation and face-to face feedback). They can give this support every day because they do not teach a group themselves. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.

Professional development

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have received two-day Phonics training and the trainer has returned to support

us on subsequent development days. We hold at least two development days every year to ensure we are aware of up-to-date practice. In the academic year 2020-2021 we have 6 development days (1 per half term). In weekly masterclasses staff analyse teaching and behaviour steps that set the agenda for the next week's observation and feedback schedule.

Parents and carers

We hold workshops regularly to show how they can help their children read at home, as well as provide suitable links and resources to support them at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home. We use the resources on the parent page on the Ruth Miskin Training website: <http://www.ruthmiskin.com/en/parents/> to support our parents

1. All staff are trained and the school books regular development days.
2. The reading leader does not have a reading group.
3. The reading leader spends Read Write Inc. lessons coaching and observing reading teachers - and keeps records.
4. The headteacher observes lessons with the reading leader. They discuss pupil progress and the teacher tracker every week.
6. The reading leader meets with the reading team every week – focusing on areas for development.
7. The reading leader organises regular workshops with and support for parents.