



Junior School Curriculum Policy

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1. Introduction

- 1.1 At the King's School Junior School, we provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996).
- 1.2 We believe in providing a first-class independent education, both through outstanding teaching and opportunities to develop wider skills.
- 1.3 We maintain that learning should be a rewarding and enjoyable experience through which everyone can achieve their potential and exceed their expectations.
- 1.4 Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

2. Aims and objectives

- 2.1 To provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 To provide a curriculum which is stimulating, dynamic and flexible and gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- 2.3 To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- 2.4 To build on pupils' prior experiences, skills, knowledge and learning.
- 2.5 To enable children to become resourceful, enquiring and independent learners.
- 2.6 To foster children's self-esteem, and help them to build positive relationships with other people by encouraging them to understand the ideas, attitudes and values of others.
- 2.7 To provide opportunities for pupils to learn, make progress, celebrate success and achievement.
- 2.8 To ensure provision for equal opportunities and the individual learning needs of each pupil. We take into account the ages, aptitudes and needs of all pupils, including those with SEND requirements and those with an EHC plan.
- 2.9 To recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- 2.10 To help children grow into reliable, confident and positive citizens and effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- 2.11 To ensure that fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are not undermined but positively encouraged.
- 2.12 To provide personal, social, health and economic education which reflects the school's aims and ethos, and encourages respect for other people regardless of disability, race, religion or belief, or sex.

3. Effective learning

- 3.1 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Pupils thrive in the lessons, where they enjoy learning and being challenged, and feel that they will succeed.
- 3.2 All teaching is structured to maximise learning opportunities, and lessons are planned in accordance with the following principles:
- The teaching should build on previous learning.
 - It should give pupils the 'big picture' of the lesson.
 - The teacher should explain the learning objectives / skills, and why the lesson is important.
 - The lesson should be presented in a range of styles.
 - It should allow opportunities for the pupils to build up their own understanding through various activities.
 - It should allow opportunities for the children to review what has been learnt.
 - It should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies.
 - The teaching should indicate what the next step in the learning will be.
- 3.3 We offer opportunities for children to learn in different ways. These include:
- Investigation and problem-solving.
 - Internet / library research.
 - Independent work, pair work, group work, whole class work.
 - Asking and answering questions.
 - Use of ICT / iPads.
 - Visits to places of educational interest.
 - Creative activities.
 - Watching television / media clips and responding to musical or tape-recorded material.
 - Debates, role-plays and oral presentations.
 - Designing and making things.
 - Participation in physical activity.
- 3.4 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

*(See section 11: **Assessment**)*

4. Curriculum organisation

4.1 All pupils study in 40 periods of 30-35 minutes per week as follows:

Subject	J1	J2	J3	J4
English	8	8	8	8
Maths	8	8	8	8
Science	2	2	2	2
History	2	2	2	2
Geography	2	2	2	2
Technology	2	2	2	2
ICT	2	2	2	2
Art	2	2	2	2
Music	2	2	2	2
Spanish	1	1	1	1
PE	2	2	2	2
Games	2	2	2	2
PSHE	1	1	1	1
RS	1	1	1	1
Guided Reading	1	1	1	1
Activities	2	2	2	2
Total	40	40	40	40

4.2 In addition to the main subjects, all pupils have the opportunity to be involved in many other activities during their time in the Junior School such as:

- Activity courses in German, French, Baking, Drama, Needlecraft, Forest School, Zoolab, Mindfulness, Newshounds, Dance, Cycling, Yoga and Pilates.
- Optional overseas trips.
- Residential adventure course.
- Primary Maths Challenge competition.
- Cathedral services.
- Visits outside school to places such as Weaver Hall, Delamere Forest, Southport Eco-Centre, Storyhouse Theatre, Robinwood, Stockport air raid shelters.
- Visiting workshops e.g. Healthy eating, Doctor, Judge, Shakespeare, Vikings, Fire Brigade, Cheshire Phoenix, Greeks.
- Private music lessons are available on a large number of instruments. Music plays a large role in the life of the school, from the popular choir who sing at all the major school events, to the orchestra which is open to all pupils who have had at least 2 terms of lessons.
- Drama - all pupils take part in at least 2 productions, in J2 and J4.

5. Sex education and drug awareness

- 5.1 The sex education programme is introduced through PSHE lessons in J4. The programme should equip pupils to understand areas such as human growth and development, human reproduction, pregnancy and childbirth.
- 5.2 No one should be expected to ask or answer any personal questions.
- 5.3 The J4 form teachers / PSHE teachers, the Head and Deputy Head of the Junior School contribute to the delivery of the sex education programme.
- 5.4 The school promotes the positive values of stable family life, marriage and shared responsibilities of parenthood.
- 5.5 Parents are key figures in helping children cope with the emotional and physical experience of growing up. Sex education is therefore complementary to and supportive of the parents' role.
- 5.6 Parental consent is always sought before the start of the sex education programme and parents have a statutory right to withdraw their child from any programme of sex education.
- 5.7 The Junior School acknowledges its responsibility to provide information and education about drugs and other substances. This responsibility is shared with the parents who should therefore be kept involved and informed at all times.
- 5.8 Drugs education is delivered at regular intervals throughout the school and takes account of the age and experience of the pupils.

(See PSHE and RSE Policy)

6. Homework

- 6.1 Learning at home is an essential part of good education and the home / school partnership. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them to work towards improving key skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and later on in adult life.
- 6.2 All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

The homework policy is designed:

- To ensure consistency throughout the school.
- To ensure progression towards independence and individual responsibility.
- To ensure parents / carers have a clear understanding about expectations for themselves and the pupils.
- To extend and support learning.
- To provide opportunities for parents and pupils to work together.

6.3 It is expected that pupils will spend the following times on the stated homework activities:

J1	Monday – Thursday		Weekend	
	1 Subject	30 Minutes (max)	2 Subjects	45 Minutes (max)
2 Maths / 2 English 2 from: Science / History / Geography / RS				
Practise: Reading / Spellings / Times Tables / Mental / Handwriting				

J2	Monday – Thursday		Weekend	
	1 Subject	30 Minutes (max)	2 Subjects	45 Minutes (max)
2 Maths / 2 English 2 from: Science / History / Geography / RS				
Practise: Reading / Spellings / Times Tables / Mental / Clocks				

J3	Monday – Thursday		Weekend	
	1 Subject	40 Minutes (max)	2 Subjects	60 Minutes (max)
2 Maths / 2 English 2 from: Science / History / Geography / RS				
Practise: Reading / Spellings / Times Tables / Mental				

J4	Monday – Thursday		Weekend	
	1 Subject	40 Minutes (max)	2 Subjects	60 Minutes (max)
2 Maths / 2 English 2 from: Science / History / Geography / RS				
Practise: Reading / Spellings / Times Tables / Mental				

6.4 Pupils are expected to:

- Make full use of all the opportunities they are presented with.
- Tackle home tasks promptly and with a positive attitude.
- Take pride in presentation and content, acknowledging the high personal standard expected.
- Be organised so that necessary books and equipment are not left at school.
- Take responsibility for handing in the completed task on the agreed day.

6.5 Staff are expected to:

- Provide a range of homework tasks and activities to consolidate and extend learning in class.
- Ensure that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability.
- Communicate with parents via the homework diary and keep them informed of the tasks to be carried out.

6.6 The homework diary is an ideal place for parents and teachers to record any comments. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short / long. As with all school activities, parents are invited to discuss any queries with their child's class teacher.

Pupils also utilise Firefly to access and manage homework tasks in line with and in preparation for Senior School.

7. Effective teaching

- 7.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum schemes of work to guide our teaching.
- 7.2 We make ongoing assessments of each child's progress, and we use this information when planning our lessons in order to take into account the abilities of all our children. Our prime focus is to develop further the knowledge and skills of all our children and we strive to ensure that all tasks set are appropriate to each child's level of ability.
- 7.3 We set academic targets for the pupils in Maths and English, and we share these targets with the pupils and their parents. We review the progress of each child at regular intervals, and set revised targets as and when necessary.
- 7.4 Each of our teachers makes a special effort to establish good working relationships with all the children in the class and we demonstrate kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the school behaviour policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.
- 7.5 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: risk assessments are completed, and various permissions are obtained. We inform parents and obtain their permission before the visit takes place.
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- 7.6 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups.
- 7.7 Our classrooms are attractive learning environments. We change displays as often as is possible so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 7.8 All of our teachers reflect on their strengths and weaknesses through annual appraisal, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

8. Organisation and planning

- 8.1 We plan our curriculum in three phases. We agree a long-term plan for each year group and this indicates which topics are to be taught in each term.
- 8.2 Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic, as well as opportunities for cross-curricular work and resources to be used.
- 8.3 Our daily planners are used for short-term plans. We use these to set out objectives for each session and to identify which resources and activities we are going to use in the lesson.

9. SEND and EAL

- 9.1 We provide learning opportunities that enable every pupil to make good progress. We strive hard to meet the needs of all SEND and EAL pupils, and we take all reasonable steps to achieve this.

(See SEND and EAL Policy)

10. Gifted and talented

- 10.1 Whilst all pupils at King's are in the higher quartiles of achievement, we recognise that some children in the Junior School benefit from additional opportunities to enable them to reach their full potential.
- 10.2 At King's we believe in treating all pupils as individuals and catering for their individual needs. We are committed to providing an environment which encourages all pupils to maximise their potential and this includes pupils who display some form of giftedness and talent.
- 10.3 Gifted learners are those who have abilities in one or more subjects in the statutory school curriculum other than Art and Design, Music and PE. A gifted pupil is therefore one who has the capacity for, or demonstrates high levels of, performance in an academic area.

A talented pupil is one who demonstrates high levels of ability in a non-academic area:

- Physical talent.
- Visual / performing abilities.
- Mechanical ingenuity.

- 10.4 We also focus on outstanding leadership, social awareness and creativity at King's.

- 10.5 The identification of gifted and talented pupils is a process in which all teaching staff have a part. Before identifying any child as gifted and talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.
- 10.6 A gifted and talented pupil should be identified using a variety of methods. The specific procedure will vary according to the subject area but will include elements of the following:
- Teacher nomination.
 - Assessment / test results.
 - Information from a previous school.
 - Specialist teacher identification.
 - Self-nomination.
 - Parent nomination.
- 10.7 It is important to remember that gifted and talented pupils can be:
- High achievers in one or more areas.
 - Of a high ability but with low motivation.
 - Of good verbal ability not reflected in writing skills.
 - Very able but with poor social skills.
 - Very able but with a short attention span.
- 10.8 We believe that everyone in our school has a responsibility to recognise and value pupils' abilities. We are aware that:
- Gifted pupils are not necessarily easier to motivate or inspire than other pupils.
 - Unnecessary repetition of work is de-motivating, and de-motivated pupils will not always demonstrate potential. Therefore, appropriate use of differentiation techniques is required.
- 10.9 There are three basic ways of meeting the needs of gifted and talented pupils:
- Acceleration - consists of enabling pupils to access work which would typically be for older pupils.
 - Enrichment - consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic, or adding extra subjects to the curriculum.
 - Extension - occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Although we focus mainly on enrichment and extension at King's, pupils are able to access work usually provided for older children when appropriate via senior school tutors or external links.

- 10.10 Provision in the classroom:
- All teachers have high expectations.
 - Tasks are designed to take account of levels of existing knowledge, skills and understanding.
 - Lessons include extension opportunities or open-ended tasks.
 - Collaborative learning is used to enhance skills in main subject areas.
 - Children are able to pursue interests in depth via homework tasks.
 - More able children have opportunities to work together.
 - Various differentiation techniques are utilised to enhance learning.
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10.11 School-based provision varies according to subject area and covers a variety of methods:

- Lunchtime and after school clubs.
- Enrichment opportunities.
- Opportunities to perform in productions and assemblies.
- Workshops in specific subject areas where pupils will be invited to attend.
- A weekly challenge board where children from all age groups can take part.
- Use of external tutors / specialists.

10.12 Out of school provision includes:

- Access to summer schools and AJIS events.
- Opportunities to enter national schemes / competitions.
- LEA courses for Gifted and Talented pupils.
- Membership of North West Gifted and Talented / Potential Plus UK.

11. Assessment

11.1 Assessment measures the nature and extent of a pupil's progress and achievement, and helps the pupil to practise skills, develop understanding and to consolidate knowledge.

11.2 Effective assessment provides information to improve teaching and learning, and assessment information should be used to influence curriculum development and planning.

11.3 Our formative assessment involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

11.4 Assessment should be positive and should praise achievement and point out areas for improvement, possibly with a question.

11.5 The independent written work of each pupil should be regularly assessed.

11.6 Assessment may be achieved through formal examination, formal or informal tests or individual assignments completed in class or for homework.

11.7 The work of each pupil in Maths and English will be formally assessed at the end of each half-term / term (*see section 18: **Assessment, recording and reporting schedule***).

11.8 Our formative and summative assessments involve judging pupils' performance against national standards. Teachers make these judgements at the beginning and at the end of the year. Test results describe pupil performance in terms of ages and standardised scores.

11.9 Every piece of work should show evidence of having been considered by the teacher and work should usually be graded.

11.10 Marking should be as accurate and consistent as possible (*see section 19: **Marking and feedback***).

11.11 The aims of each piece of assessed work should be specific and clear to the pupil.

11.12 Assessments should usually indicate any errors and acknowledge points worthy of credit.

11.13 All comments should be constructive as far as is possible.

11.14 Work that has been collected for marking should be marked and returned promptly. Marked work should be reviewed or commented upon either individually or in class when it is returned to the pupils.

11.15 Sensitivity should be exercised in the question of producing rank orders of assessment outcomes.

11.16 Individual test results should not be collected or read out in front of other members of the class.

12. Recording

- 12.1 There is a common system of recording effort and attainment by means of grades and marks (see *section 19: Marking and feedback*). A record is kept of each grade / mark awarded in the pupils' books and of the result of each formal and informal assessment / test, and these are kept in the teacher's mark book / planner. The date on which each assessment was carried out should be made clear in the mark books.
- 12.2 A grade for attainment (Appendix D) and effort (Appendix E) should be worked out for the termly reports and should be based upon the grades / marks recorded in the mark book for that period.
- 12.3 Any academic concerns should be recorded in the pupil's academic file on iSAMS.
- 12.4 The results of the Summer GL tests should be recorded on the pupil tracking grids.
- 12.5 Records of marks should be retained until the end of the academic year. The results of formal assessments should be kept until the pupils concerned have left the school.
- 12.6 Each teacher passes all of this information on to the next teacher at the end of each year at a formal handover meeting.

13. Reporting

- 13.1 A range of strategies is used to keep parents fully informed of their child's progress in school and we encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 13.2 The academic progress of each pupil is recorded by means of reports at the end of the Michaelmas, Lent and Summer terms. Written reports are formal communications between the school and the parents and this should be acknowledged in the care that is taken in writing them.
- 13.3 At the end of the Michaelmas and Lent terms, a report is provided with grades for attainment and effort in Maths and English, and this also includes effort grades for all foundation subjects. At the end of the Summer term, a full subject report is provided with grades for attainment and effort. Where an unsatisfactory level of attainment or effort is indicated by a grade, an explanatory comment must also be provided.
- 13.4 In writing reports, teachers should take care to ensure that spelling, grammar and punctuation are correct. Reports must be clear, correct and positive where possible. No report should compare one pupil with another, make criticisms that cannot be substantiated, or be expressed in slang or overly colloquial language. Reports should be as helpful as possible to pupils and parents in summarising performance, any progress or particular strengths / weaknesses. There must be consistency between the written reports and the grades in each reporting period.
- 13.5 At the beginning of the year, a formal parents' information evening is held for each year group so that parents can meet their child's new teacher. It is also an opportunity for each of the teachers to identify the main areas of study for that particular class and the key information required for the year ahead. In this way, the teacher identifies how parents can support any elements of the work during the rest of the year.
- 13.6 Parents' evenings are occasions at which oral reports are given about the pupils' progress. Every effort should be made to ensure that the messages given in the most recent written reports are consistent with those given at the parents' evening.
- 13.7 We also give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process and the criteria for success raises standards, and that it empowers pupils to take action towards improving their performance.

14. Target setting

- 14.1 Targets are set for each pupil in Mathematics and English and these are recorded in the pupil's exercise book.
- 14.2 Individual targets are discussed with pupils and are communicated to parents via the reports and parents' evenings. The progress of each child is reviewed at regular intervals and revised targets are set. At the end of the academic year, the revised targets are passed on to the new teacher at the formal handover meeting.

15. Feedback to pupils

- 15.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (Appendix B), as this ensures that we all mark in the same way, and the children learn to understand it.
- 15.2 Children are given verbal feedback on their work whenever possible. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. When we give written feedback to a child, this should be related to the learning objective for the lesson. If we consider that the objective has not been met, we make it clear why we think so. In either case, we also identify a target / area for improvement so that the child knows what to do in order to produce even better work in the future (*see section 19: **Marking and feedback***).

16. Planning for assessment

- 16.1 We use our school's curriculum policies and schemes of work to guide our teaching. In these, we set out the aims, objectives and values of our school, give details of what is to be taught to each year group and identify opportunities for assessment within each broad unit of work.
- 16.2 We plan our lessons with clear learning objectives and we base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability and our plans make clear the expected outcomes for the lessons.
- 16.3 Teachers share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 16.4 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

17. Moderation of standards

- 17.1 In order to make consistent judgements about the levels of the children's work and standards in the school, subject coordinators carry out a thorough schedule of moderation. 3-book reviews are done annually and examples of children's work within their subject area are studied, in conjunction with pupil interviews.
- 17.2 In order to monitor subject policy being implemented in the classroom, observations of each subject teacher are carried out by the subject coordinator over a two-year rolling programme. These are followed by a feedback meeting in order to encourage a common understanding of the expectations in each subject.

- 17.3 All findings are compiled in an annual subject report and this highlights areas for development for the year ahead. It is also each subject leader's responsibility to keep samples of work in a subject portfolio and this should reflect the full range of skills and activities being taught within each subject.
- 17.4 The Junior School Director of Studies is responsible for monitoring the implementation of this process and all subject coordinators report to the Director of Studies with their findings. All teachers are also observed by the management team as part of the annual appraisal process.

18. Assessment, recording and reporting schedule

Michaelmas 1

- Form teacher handover meetings
- Parents' information evenings
- English writing assessment 1 (results on tracking)
- Maths assessment 1 (results on tracking)

Michaelmas 2

- LASS screening: J2 + J3 / J4 new entrants
- NVR assessments (results on tracking)
- English writing assessment 2 / Comprehension assessment 1 (results on tracking)
- Maths assessment 2 (results on tracking)
- J1 - J4 Parents' evenings
- Michaelmas reports

Lent 1

- J4 Senior School entrance / Scholarship exams
- English writing assessment 3 (results on tracking)
- Maths assessment 3 (results on tracking)

Lent 2

- 3-book reviews (English / Geography / History / Maths / PSHE / RS / Science)
- English writing assessment 4 / Comprehension assessment 2 (results on tracking)
- Maths assessment 4 (results on tracking)
- J1 - J4 Parents' evenings
- Lent reports

Summer 1

- J1 - J4 Maths / English GL papers (results on tracking)
- Pupil interviews / Subject reports + development plans
- English writing assessment 5 (results on tracking)
- Maths assessment 5 (results on tracking)

Summer 2

- English writing assessment 6 / Comprehension assessment 3 (results on tracking)
- Maths assessment 6 (results on tracking)
- Summer reports

19. Marking and feedback

- 19.1 This section reflects the values and philosophy of the King's Junior School in relation to the effective marking of children's work. It defines the principles and strategies for achieving effective feedback and constructive responses to learning. Our aims are as follows:
- To inform pupils, teachers and parents.
 - To develop pupils who, as reflective learners, feel involved in their own learning and are aware of their own progress.
 - To raise attainment and maximise progress for all pupils.
 - To measure attainment and track progress.
 - To ensure consistency across the Junior School.
- 19.2 Marking should reflect the shared objectives and the success criteria, and feedback should be as constructive as possible.
- Marking should be made up of three elements:
- i. An indication of where success has been achieved i.e. a positive comment, possibly referring to parts of the work where the objective was achieved.
 - ii. An indication of how progress can be made e.g. Remember to..., Try to..., Think about..., Next time..., or a question.
 - iii. A grade for attainment (A-D) and effort (1-4), recorded by the teacher. House points may be awarded for excellent work.
- 19.3 A consistent system for marking and annotation should be used and this should be displayed in each classroom (Appendix B).
- 19.4 All spelling errors should be corrected (use judgement for some pupils) by the teacher and up to three spelling corrections should be completed (x 3) by the pupil at the end of the piece of work.
- 19.5 All work should be marked as soon as possible following completion and in accordance with the marking guidelines. This should be used to inform future planning.
- 19.6 Objectives and success criteria should be expressed in child friendly language and these should be clearly visible e.g. on the board or in exercise books, in order to focus the pupils' attention on the reasons for the task and to clarify how the work is to be marked (Appendix C).
- 19.7 Pupils should be encouraged to reflect on their achievements by:
- Reflective whole class and group plenary sessions (Appendix A).
 - Encouraging pupils to reflect on their own work.
 - Encouraging pupils to see themselves as 'first markers' by providing them with a checklist.
 - Encouraging pupils to review their targets regularly.
- 19.8 It is the responsibility of the subject coordinators / Director of Studies to monitor and identify good practice and to ensure consistency throughout the school through the annual 3-book reviews and classroom observations.

20. Presentation

- 20.1 Presentation of work is an important aspect of children's learning. The quality of the presentation reflects the children's skills and the pride they take in their work, and teachers should make clear to children the standards of presentation we expect.

- 20.2 Each piece of work should be dated on the left-hand side. The short version of the date may be used in Maths books, but the long version should be used in all other subjects. The title and objective should be written in the centre on the lines below. These should all be underlined.

Date

Title

Objective

- 20.3 Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.
- 20.4 Correction fluid / corrector pens are not allowed.
- 20.5 The use of pen or pencil is determined by the class teacher but ink (blue) should be encouraged from J2 onwards (except in Maths), although pencil may be of more use in some lessons such as for note-taking or drafting.

21. Work symbols

- 21.1 In order to identify the nature / focus of work in books, the following set of symbols should be used by pupils either at the beginning of a piece of work or where appropriate.

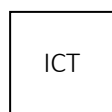
Independent work



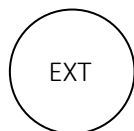
Pair / Cooperative work



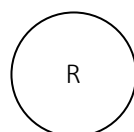
ICT used



Extension work



Reinforcement work



21.2 Differentiation / ability groups should be identified by the following uniform system of 3 colours:

Blue - Lower

Green - Middle

Red - Higher

This may take the form of a coloured sticker on the front of an exercise book, a note / heading on a particular worksheet or a subheading before a particular task.

22. The role of the curriculum leader

22.1 The role of the curriculum leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress / teaching in that subject area.
- Provide efficient resource management for the subject.
- Liaise with appropriate HODs in the Senior School / Infant School on matters relating to the subject.
- Promote the highest standards of teaching within their subject and to encourage pupils to realise their full academic potential.
- Hold subject meetings at least once a year.
- Acquire and maintain a high level of subject expertise.
- Draft and revise schemes of work and policy documents as necessary in close consultation with colleagues, and ensure that subject teachers are familiar with them.
- Be responsible to the Head of the Junior School for submitting budgetary requests for their subject.

22.2 It is the duty of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way in which the subject is taught in the school through observations, pupil interviews and work scrutinies, and submit an annual report / subject development plan to the Junior School Director of Studies.

Appendix A

The Reflective Plenary: Guidance Questions

What do you think you have learned / found out?

Do you / we think that we have achieved what we were aiming to / the objectives we discussed at the beginning? Why do you say that? Can you show me / us an example?

What went well / not so well?

What are you particularly pleased about? Why?

Would you need to do anything differently next time?

Can you tell us what you have found out?

Can you describe your method / how it works / what you did?

Having done this, when could you use this method / information again?

Can you think of any other experiences that this reminds you of, or links to?

Did you use / learn any new words / vocabulary today?

What are the key things you think you need to remember?

What could you aim to improve next time?

If you were teaching this to another class or group, would you do anything differently?

Adapted from an idea in:
Clarke, S. (1998) *Targeting Assessment in the Primary Classroom*, London, Hodder and Stoughton

Appendix B

Marking Symbols

//	Paragraph
sp	Spelling
~	Reversal
^	Insert
' or X	Error
😊	Well done
T	Target

Appendix C

Success Criteria – Book Review

	Me	Teacher
Don't give away all the details of the plot. Keep the readers guessing!		
Involve the reader by asking questions e.g. "Can you guess why..."		
Use quotations to add interest.		
Give reasons why you liked / disliked the book.		
Write in sentences that start with a capital letter and end with a full stop.		
Organise writing into paragraphs: 1. Introduction 2. Setting 3. Main characters 4. Plot 5. Summary e.g. I liked this book because...	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Appendix D

English Attainment Grades

Grade	Percentage	Standardised Score (GL / SWST)	Active Learn Comprehension	Weekly Spelling	CGP Comprehension	Writing	Benchmarking
A	85 - 100%	125+	85 - 100%	85 - 100%	85 - 100%	85 - 100%	6+ months above chronological age and all excellent
B	65 – 84%	110 – 124	65 – 84%	65 – 84%	65 – 84%	65 – 84%	6+ months above chronological age and mix of excellent and satisfactory
C	45 – 64%	100 – 109	45 – 64%	45 – 64%	45 – 64%	45 – 64%	Same or above chronological age and one unsatisfactory otherwise excellent or satisfactory
D	Below 45%	Below 100	Below 45%	Below 45%	Below 45%	Below 45%	Below chronological age and more than one unsatisfactory

Maths Attainment Grades

Grade	Percentage (Active Learn)	Standardised Score (GL)	Mental Arithmetic (J1)	Mental Arithmetic (J2 / J3 / J4)	Checkpoints
A	85 - 100%	125+	13 – 15 points	18 – 20 points	All answers correct – tasks completed independently with a very good level of presentation and detail
B	65 – 84%	110 – 124	10 – 12 points	14 – 17 points	Pleasing understanding of the core skills and a competent approach to the Champions Challenge
C	45 – 64%	100 – 109	8 – 9 points	10 – 13 points	Correct working for the top section / little or no attempt at the Champions Challenge section
D	Below 45%	Below 100	Below 8 points	Below 10 points	Difficulties with the Checkpoint / inability to start the opening set of questions at the top of the worksheet

Appendix E

Effort Grades and Descriptors

- 1** Clear evidence of pride in work at all times.
Maximum use is made of learning opportunities, including extension tasks and independent work.
All work is completed, well organised / presented and shows excellent attention to detail.
Work is always corrected and amended and targets for improvement acted upon.
Work and lessons are approached with enthusiasm and excitement.
- 2** Evidence of pride in work most of the time.
Good use is made of learning opportunities, including seeking assistance when required.
Work is completed, is generally well organised and presented and there is a good level of detail.
Work is mostly corrected and amended and an effort is made to act on targets for improvement.
Work and lessons are approached with a clear motivation to learn.
- 3** Evidence of pride in work only some of the time.
Insufficient use is made of learning opportunities, including seeking assistance when required.
Work is not always completed, needs more care in organisation and presentation and is lacking in detail.
Work is sometimes corrected and amended and some effort is made to act on targets for improvement.
Approach to work and lessons sometimes lacks motivation.
- 4** Little evidence of pride in work.
Little use is made of learning opportunities, including seeking assistance when required.
Work is often incomplete, poorly organised and poorly presented.
Work is rarely corrected and amended and there is little effort to act on targets for improvement.
Approach to work and lessons lacks interest and motivation.

Reports for SEND pupils

- Before writing a report for a pupil with SEND, read through the IEP carefully so that you are fully aware of each pupil's individual strengths and difficulties.
- Make it clear in the report that you understand the individual by referring specifically to these as appropriate.
- Pupils and parents of children with SEND are sensitive to criticism so it is important to keep the report as positive as possible by reinforcing the positives at the start and offering specific guidance, advice and strategies where there are difficulties.
- In a written report, it is important to be clear about where the pupil is having difficulties and what might be hindering progress. It is also important that attached to these comments are strategies and guidance which could help.
- IEPs should be taken into account when awarding grades for any pupils on the SEND register and reasonable allowances should be made for some pupils as and when appropriate.