



THE HILL
PRIMARY ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE

ENGLISH POLICY

Date	01/09/22
Written by	S.Hudd
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This policy describes our practice in the teaching of English: reading, writing, spelling, grammar and speaking and listening. It is defined by current national guidance on best practice, CPD, staff discussion and professional judgement. The teaching of English is evaluated through the Subject Leader Action Plans and the School Development Plan.

Our approach to teaching of English is multi-faceted, incorporating speaking & listening, drama, real contexts and good quality literature. Most importantly, we want to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave The Hill Primary Academy with a lifelong reading habit and a love of books because we believe this has a significant impact on the quality of their writing.

Aims:

- To build on our children's experiences of language learning, recognising their individuality, considering their personal experience and acknowledging differences in their linguistic and cultural backgrounds.

- Acknowledge the essential role parents have in the development of their children's language learning and encourage them to take an active role in this journey.

- To provide a language rich environment that promotes a culture of reading and writing, developing our children's range and understanding of vocabulary.

- To develop a love of books and high-quality literature that will not only support learning across the curriculum, but also extend beyond the classroom environment and enrich our children's lives.

- To teach children the craft of writing, in order to develop the confidence and skills to write well for a range of purposes and audiences.

- Make appropriate assessments and keep meaningful records to ensure progression and continuity.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Statutory Framework for the Early Years Foundation Stage (2014).

Learning and Teaching Strategies

Knowledge, understanding and skills are taught daily within the English lesson. Lesson planning is guided by the 2014 National Curriculum and our approach is to base English lessons around high quality books, creating purposeful, carefully planned writing outcomes.

Teachers select quality texts from our long-term school plan, which also makes some links to support the termly class topic and, therefore, the wider curriculum. Within the reading element of our English lessons, there is a balance between fiction, non-fiction and poetry and an emphasis on age appropriate high-quality texts.

Teachers use a variety of teaching methods to deliver the curriculum and achieve set learning objectives. They are provided with clear expectations for teaching English. Teaching and learning takes place within a whole class setting and high expectations are set for all. Suitable support and scaffolding are put in place so that all children

are able to achieve. The teacher may choose to lead small guided reading and writing groups during a lesson, based upon formative and summative feedback. Within guided groups, teachers move children forward by focusing specifically on reading and writing issues which are particular to that group of children. Teachers are expected to plan time within extended writing lessons for children to reflect upon and edit their work using peer editing as well as independently responding to marking and feedback.

Reading at The Hill Primary Academy

At The Hill Primary Academy we follow the Astrea Reading Strategy and at the heart of this the Astrea Reading Curriculum. The Strategy has 8 key priorities, with all reading in schools driven by these expectations:

1.	School leaders ensure reading is at the centre of the curriculum.
2.	All adults are teachers of reading.
3.	All recognise that reading aloud is one of the most valuable activities an adult can do.
4.	Pupils read a wide range of brilliant literature.
5.	Early Reading. Rigorous, pure, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised in the setting.
6.	The school prioritises fluency.
7.	The school fosters a word-rich culture.
8.	The school has a systematic approach to supporting comprehension development.

The Reading Curriculum recognises that learning to read once phonics knowledge is secure is not a linear process, and that when learners are approaching and unpicking a text they need to develop and draw on multiple skills. Thus, the Reading Curriculum adopts a Strand Curriculum model (as opposed to a spiral model), where multiple objectives are woven through each lesson. This enables pupils to convert inflexible knowledge into more flexible knowledge by applying skills repeatedly in different contexts.

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context.

As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as retelling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature. Children throughout the school are encouraged to read widely and often.

What this looks like at The Hill Primary Academy:

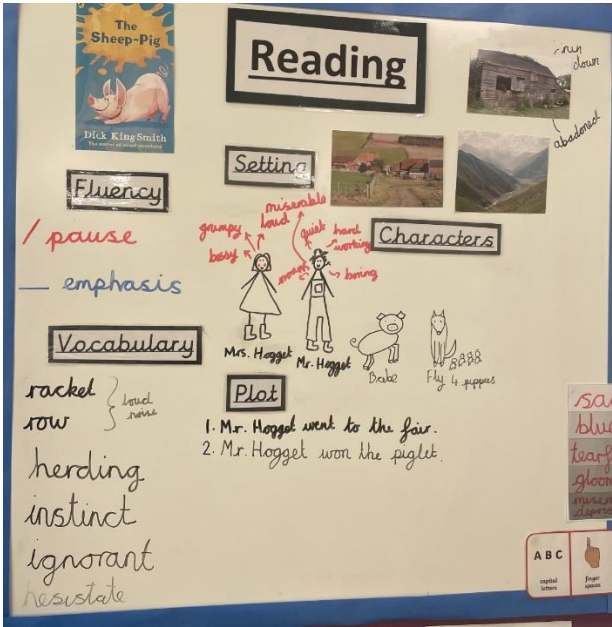
The teaching of early reading skills begins in Nursery where children listen to a quality text each day. Staff engage in high quality interactions with the children to model listening and speaking skills, rephrasing and using newly taught vocabulary to ask and answer questions. Nursery rhymes and singing of songs are delivered daily as well as daily opportunities to share stories and picture books to develop early fluency and expression. This continues as children move from nursery to Foundation stage 2, where children listen to daily story time and begin to read individual books (RWI). As children progress and begin phonics (RWI), every child is given a phonic book which matches the children's phonic ability, this is in line with the RWI planning and sounds learnt that week. For children in Y2 who no longer require RWI, they begin whole class guided reading sessions in line with the Astrea reading strategy model (see appendix 1) which is implemented throughout the whole of KS2.

Within our whole class reading lessons, the focus is on high-quality texts and high expectations for all. The texts selected have been carefully chosen to support children's learning within the wider curriculum. Following the Astrea

Reading Strategy, teachers deliver 4 days of high-quality teaching and focus the sessions over a two day cycle using the plan below. Throughout these reading sessions careful considerations are taken to reinforce and consolidate children's knowledge and understanding through practical applications to learn a skill, this is evident through the use of the reading working wall. These practical displays reference and reflect the work and individual steps being covered.

Section	Focus	Additional Notes
Day 1	Key Vocabulary	Quick exploration of the key/challenging vocabulary that the children will encounter in the text. Approximately 6 key words, with definitions and pictures to aid understanding. Teacher explicitly gives these definitions, rather than asking the children what they think the words mean.
Day 1	Read the text	Depending on the reading ability level of the children, this can be: <ul style="list-style-type: none"> • Teacher-read, with the children following along with their finger/pencil • Pupil-read, silently or aloud Ideally, pupils will be given opportunities to access both of the above, though this is part of the lesson where differentiation to allow all pupils to access the text is particularly important.
Day 1	Short fluency practice	Select a short paragraph or passage from the text and show it on the board. Children should have a copy of this passage too in their books. The teacher reads it out aloud (or, even better, plays a pre-recording of the teacher, so the teacher can focus on the next part) and with the class 'mark up the text': put a slash (/) wherever the reader paused, underline any words stressed and circle and words that are particularly over-emphasised. Discuss with the class why particular words are stressed or said in the way they are said. Emphasise that <u>how</u> you read something helps with how much you <u>understand</u> it.
Day 1	3-5 retrieval questions	Show the children 3 to 5 quick retrieval questions (Who, Where, What, When, How, Why) and give them a short amount of time to answer them. Expect the children to highlight or underline the answers to the questions in the text to improve skimming and scanning skills and root children's answers in searching within the text. Come back together and unpick the answers (always linking it back to the text).
Day 2	'Going Deeper' comprehension questions (3 parts, see below):	
Day 2	Paired talk (NB: If you have 30 minutes for reading lessons, skip this step to ensure pupils are given enough opportunity to write their answers)	Show a question on the board for children to discuss in pairs based on one of the content domains. Give pupils a modelled sentence opener for how to answer the question and a short, timed, amount of time to answer the question verbally in pairs (finding the evidence in the text to support their answers). Once children have done this, come back together and unpick the answer.

<p>Day 2</p>	<p>Paired write</p>	<p>Show a question on the board for children to discuss in pairs based on one of the content domains. Give pupils a modelled sentence opener for how to answer the question and a short, timed, amount of time to answer the question verbally in pairs (finding the evidence in the text to support their answers). Pupils then write their orally-rehearsed answers in their books. Once children have done this, come back together and unpick the answer.</p>
<p>Day 2</p>	<p>Independent write</p>	<p>Show another question on the board, linked to another content domain. The best questions for this stage have more than one possible answer, and require longer written answers (like SATS-style 3 mark questions). Discuss possible answers as a class and then give the children time to write their own answers, providing sentence openers to help scaffold their answers. Come back together and show children a pre-written model answer. Unpick and discuss (allowing children to edit theirs in light of the modelled answers and subsequent discussions).</p> <p>Children then independently answer 2 questions and read a new section of the text.</p>



Underpinning the 8 key priorities, there are the 3 building blocks of developing reading¹. The Reading Curriculum lessons fit within the following 3 building blocks for reading development to drive and support the key priorities in the following ways:

Learning to Read:

- Echo/choral/repeated reading practices;
- Retrieval practice;
- Shared reading;
- Focus on paired talk, teacher modelling, use of sentence stems to develop whole answers;
- ‘Going Deeper’ questions focusing on developing comprehension skills through targeted and interwoven selection of the KS2 content domains.
- Works alongside Astrea’s English Curriculum: The Literary Curriculum (from The Literacy Tree) which also weaves NC reading objectives into whole class quality text contexts to make links between reading as writers

Reading to Learn:

- Supports a ‘Read like a...’ approach, with a range of texts (fiction, non-fiction, poetry) from across subjects planned in through weekly themes (linking to the PKC Curriculum in progress);
- Vocabulary barriers are pre-empted to support learners in accessing the textⁱⁱ.

Reading for pleasure:

- Fiction planned into the Reading Curriculum is high quality and provides a springboard to enhance teacher and pupil knowledge of children’s literature. Text selections act as a framework for the teacher selection of an age-appropriate and engaging class book (chosen as a class to promote pupil text selection independenceⁱⁱⁱ) for this daily Read Aloud session.
- *Works alongside Astrea’s English Curriculum: The Literary Curriculum (from The Literacy Tree) in which each class uses a high quality text as a springboard for writing with clear purpose and audience.*

Exploration of texts

The fifth session focusses on promoting pleasure reading opportunities with the children and allowing them the opportunities to share and explore a range of texts and literature in ways which they find appealing and interesting to them. Within the reading session, teachers use a mixture of teacher-led, small group, paired or independent learning to support all learners. Children who may struggle to access age appropriate texts independently are supported during the lesson through adult support alongside scaffolds and adapted resources. During these sessions, every child has the opportunity to access the school library and explore a range of texts suited to their interests. These visits are completed by whole class where children have the opportunities to share their interests and discuss texts in a social and relaxed situation. We know that in order to support their love of reading and develop their reading ability, reading involves social relationships among teachers, students and parents. We want to motivate children to read the texts and share their interests to gain the positive feedback and enthusiasm to continue on their reading journey. In order to support children with their reading journey, incentives and rewards are in place to motivate parents and children with their reading at home. Weekly whole class rewards and individual readers are celebrated for children who have read four times or more at home and this is shared with whole school during celebration assemblies as well as displayed on the celebration reading board in school.

Teachers and Teaching Assistants also read on an individual basis with all children weekly and more frequently with carefully identified children. Children have the opportunity to change their books when requested and are supported by reading ambassadors. In Key Stage One and Foundation Stage Two, books are changed more frequently in line with RWI. These books are available for children to access in classrooms as well as the school’s library. All reading within school is logged within reading logs and these are stored in folders in each classroom. Children also have their own individual reading bookmark where they can record their reads at home. Our aim is to ensure all children develop a love of reading whilst being supported within their reading journey. Once children have finished RWI, they become free readers where they begin to make informed choices about selecting books for their ability as well as having the opportunity to read books of their interest, thus developing their love of reading. Throughout the individual reading sessions, children are supported in selecting books which they can access but also offering challenge to develop. Conversations about the text, how to select texts and

strategies to assess if a text is the correct level for children is used to ensure children are challenged whilst reading around areas of their choice.

Developing a love of reading

Reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment. At The Hill Primary Academy, we believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that these two elements are intertwined, if children are to become life-long readers. With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader.

At The Hill Primary Academy, we seek to develop children's love of reading through:

1. **Supporting staff:** Encouraging every staff member to be a role model, sharing and promoting a love for reading. Devoting time to professional development for staff so they are effective teachers of reading, are advocates for reading, promote a love of reading in all children, and have a good knowledge of children's literature.
2. **Teaching reading and the wider curriculum:** Employing different elements of the curriculum to develop children as readers: whole class writing and reading lessons, independent reading, listening to adult reading aloud and reading in the wider curriculum other than English, allow an important part of teaching children to enjoy reading. Providing children and teachers time to select books of their choice and explore these together embed the foundations that everyone is a reader. Children are given the opportunities to select their own whole class reads, a range of strategies are used for children to select texts and have open discussions around their preferences. Children are also taught that if they do not enjoy a text, changing this for another, more suited text, is the correct way to remain motivated and enthused as readers.
3. **Engaging parents:** Involving parents to ensure the culture of reading that the school has developed extends into home. Ensuring there is a genuine two-way communication with parents about reading, both through formal evaluations, questionnaires and meetings, and through informal conversations between families and staff members. Providing advice and support for families with reading in a clear and accessible manner as possible, making use of written, online and face-to face communication. Inviting parents into school for events connected with reading. Ensure that children change their books regularly if they have been reading regularly at home and this is logged on their individual reading bookmarks.
4. **Developing the reading environment:** Ensuring our school library is used effectively to support pupils' reading. Developing well-resourced, attractive book corners/reading areas in all classrooms. Making sure books, reading material and resources are attractively displayed and well organized. Ensure book areas where children want to be and enjoy being. Ensure reading areas have a range of books for everyone's interests.
5. **Celebrating reading:** Taking part in national events or initiatives such as World Book Day or National Poetry Day. Encouraging others to read more and find their own love of reading. Reading ambassadors from Y3-Y6 take on the role of promoting a reading culture across our school and nursery, attending reading events, helping in the library, choosing and sorting books, visits to bookshops to choose new books, sharing ideas, storytelling in the foundation stage and KS1, keeping the library tidy, presenting in assemblies and implementing current and new competitions.

Reading assessment

Developing early literacy and reading skills in primary school are fundamental to a pupil's ability to access the curriculum, and these skills also impact future outcomes of achievement. At The Hill Primary we use the Group Reading Test (NGRT). This is a standardised, termly assessment that measures reading skills against the national average. Children complete the tests termly using an Ipad and a report for each individual is then created. The

NGRT reports provide information about sentence completion and comprehension skills allowing staff to identify where difficulties lie and work on recommended next steps through quality first teaching and interventions. The assessments the children complete are adaptive - questions are automatically presented based on a pupil's ability as they complete them, so more able pupils can be challenged while weaker readers are kept engaged.

Understanding reading fluency and identifying pupils who may need additional instruction in fluency requires an understanding of how fluency can be measured. Fluency is not just all about speed. That is why at the beginning of each half term staff complete a fluency rubric for each child. This document shows how the wider umbrella term of 'Fluency' can be broken down into 4 key areas: expression and intonation, phrasing, fluidity, regard to punctuation. For a pupil to be truly fluent, all four areas need to develop. This document is used to identify early where pupils are not moving through these stages and support and intervention can be provided through reading interventions, focussed 1:1 reads and daily teaching of reading.

Ensuring clarity and expectations across whole school for teachers is fundamental to the teaching of reading. The below Progression of Skills documents detail the breakdown of skills taught and learnt for each reading domain across KS1 and KS2. Each half term teachers use this document to inform the teaching of reading through the reading strategy as well as highlighting areas which have taught to ensure all areas of reading are covered.

<i>a- Draw on knowledge of vocabulary to understand texts.</i>	<i>1a-identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>1c-identify and explain the sequence of events in texts.</i>	<i>1d-make inferences from the text.</i>	<i>1e-predict what might happen on the basis of what has been read so far.</i>	<i>1f-the child uses year group phonic expectations to read books with increasing accuracy</i>	<i>read with fluency and accuracy.</i>
<p>Read words with contractions (eg, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)</p> <p>To discuss word meaning and link new meanings to those already known</p> <p>Read words with contractions (eg, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>Talk about main characters (what they did, their personalities)</p> <p>Talk about features of non-fiction texts</p> <p>Say what they like/dislike about a text</p>	<p>To discuss the significance of titles and events.</p> <p>To join in with discussions about a text, taking turns and listening to what others say, sharing their likes and dislikes.</p> <p>Retells key stories using narrative language (Once upon a time...)</p>	<p>To begin to make simple inferences</p>	<p>To predict what might happen on the basis of what has been read so far.</p>	<p>Match all 40+ graphemes to their phonemes</p> <p>Blend sounds in unfamiliar words based on known GPCs</p> <p>Read common exception words using phonic knowledge where possible</p> <p>Read words containing more than one syllable that contain taught GPCs</p> <p>Read words containing GPCs and –s, –es, –ing, –ed, –er, and –est endings</p> <p>Read phonically decodable texts with confidence</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To recite simple poems by heart.</p> <p>- Read 90+ words of an age-appropriate text per minute</p>

Consistency of Reading

At The Hill Primary Academy, we are committed to the delivery of excellence in the teaching of phonics and reading across whole school. We are passionate about ensuring that all children will become confident readers and writers.

As part of our RWI sessions we ensure that:

- All target children in reading lessons are known as 'spotlight' children. These are children who have been identified as requiring extra support or similarly those who are excelling and need stretching further.

- Full participation is seen in all our lessons. We use hand signals and My Turn Your Turn ensuring that all the children are watching and listening. Children then take it in turns to teach their partners the same thing. This strategy is particularly useful during fluency practice and repetition from the teacher.
- Complex speed charts are displayed.
- Every child in school has a reading partner. Children work in pairs and talk together throughout the stages of the reading strategy to enhance their spoken language and embed their understanding.
- Teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well.
- Discussion and introduction of the text to engage and entice children, this is read using expert reading. Text is brought to life with think out louds, my turn your turn talk points and actions to support understanding of key words/vocabulary.

Writing

A Real Reason to Write: Purpose and Audience.

At The Hill Primary Academy, we strive to teach children to consider audience and purpose across the curriculum. Children write as scientists, geographers, poets, artists, and themselves. We believe that when children have a real audience to write for, they develop pride in their work and a passion for writing.

We write in a range of genres ensuring coverage throughout the curriculum, writing to entertain, inform, persuade and discuss.

The Writing Journey

What this looks like at The Hill Primary Academy:

- Extended writing is encouraged and developed at all times.
- Writing may be linked to class topics to promote engagement and opportunities for cross curriculum writing.
- We have high expectations for quality and presentation.
- Teachers provide regular constructive feedback through marking.
- Time is planned into lessons for children to respond to literacy marking and feedback.
- We ensure progression in complexity of tasks. Younger pupils, or those with a special educational need, are given scaffolded, structured support to enable them to write independently.
- Children will always be provided with the opportunity to publish their work.

At The Hill, children are guided through the journey of writing and the writing process through careful modelling. Over time, children are expected to take increased ownership of this writing journey; however, we recognise that the modelling process is not linear and children will require differentiated levels of support.

To ensure that we use high quality texts, as part of an Astrea Academy we follow The Literacy Tree using this as our guide we have tailored the writing sequence by splitting it into three main categories: immerse/ gathering ideas, skills and editing/publishing.

During the immersion section of writing our children are given the opportunities to explore the texts in a range of different mediums. As much as possible, we use memorable experiences, such as trips out of school or visitors to the school, to support our wider curriculum intent. These real-life experiences are incredibly valuable to the writing journey. During this section of our writing journey, the importance of talk is emphasised. In addition to drama, hot seating and conscious alleys, we encourage our children to engage with texts in a variety of ways. Throughout the writing process, we gather ideas to support our writing including vocabulary which is gathered throughout the writing process.

Skills

We believe that it is imperative for children to master the skills required to be able to write fluently. At this stage, skills are taught explicitly so that children are familiar with using a range of sentence types and punctuation accurately. The skills are carefully selected using our writing progression document which is in line with National

Curriculum Expectations, these skills are revisited regularly to ensure that they are embedded to long term memory.

Planning, Editing and Publishing

At this stage, children have already generated a range of ideas, learnt new skills and vocabulary therefore ensuring that they are fully prepared to start their longer written pieces.

Reading is an essential part of the writing journey. We select texts from The Literacy Tree which provide rich language models and structures from which children can learn how writing works and the effect it can have on a reader. Children will explore the focus genre in depth: real-life or published examples of writing are shared with the children – not just ‘teacher-generated’ models. Style and structure are discussed and children are encouraged to form their own opinions.

From here, children develop the success criteria/ steps to success for the piece of writing ahead with support from the class teacher. Steps to success will be available to refer to throughout the writing journey and will be pupil created where possible.

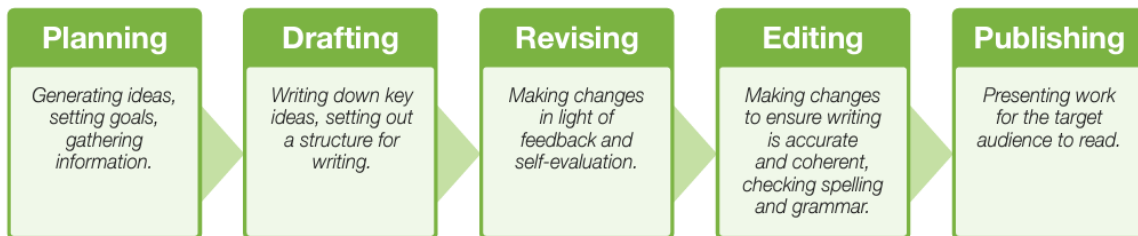
Throughout school, a range of planning formats are used. The plans will be explicitly modelled and taught in depth in the autumn term. When children become more confident writers, they will have less support and plan in a way which suits their needs therefore, allowing children to take ownership of their learning.

As a first draft, children are encouraged to write independently using all of their prior learning for support. During the redrafting stage although accurate spelling and grammar are important, they are not our main focus. Focusing heavily on these elements prevents the natural flow of writing. Children will revise their writing at a later stage in the writing process.

We encourage our children to share their work at every opportunity to provide them with ongoing feedback. We encourage partner collaboration and take the time to allow pupils to discuss, read and edit each other’s work. This process is modelled, providing initial support and gradually reducing, to increase the fluency of these skills. Our ultimate aim is for this ongoing process of sharing to become automatic and part of everyday learning across the curriculum.

Children are encouraged to check that the writing goals are being achieved throughout the process. This is done as children re-read their writing or through feedback from adults or peers.

After revising and editing their writing, the children will publish their work which will be displayed proudly throughout school including: In the library, in the classroom or on corridor displays.



SPaG

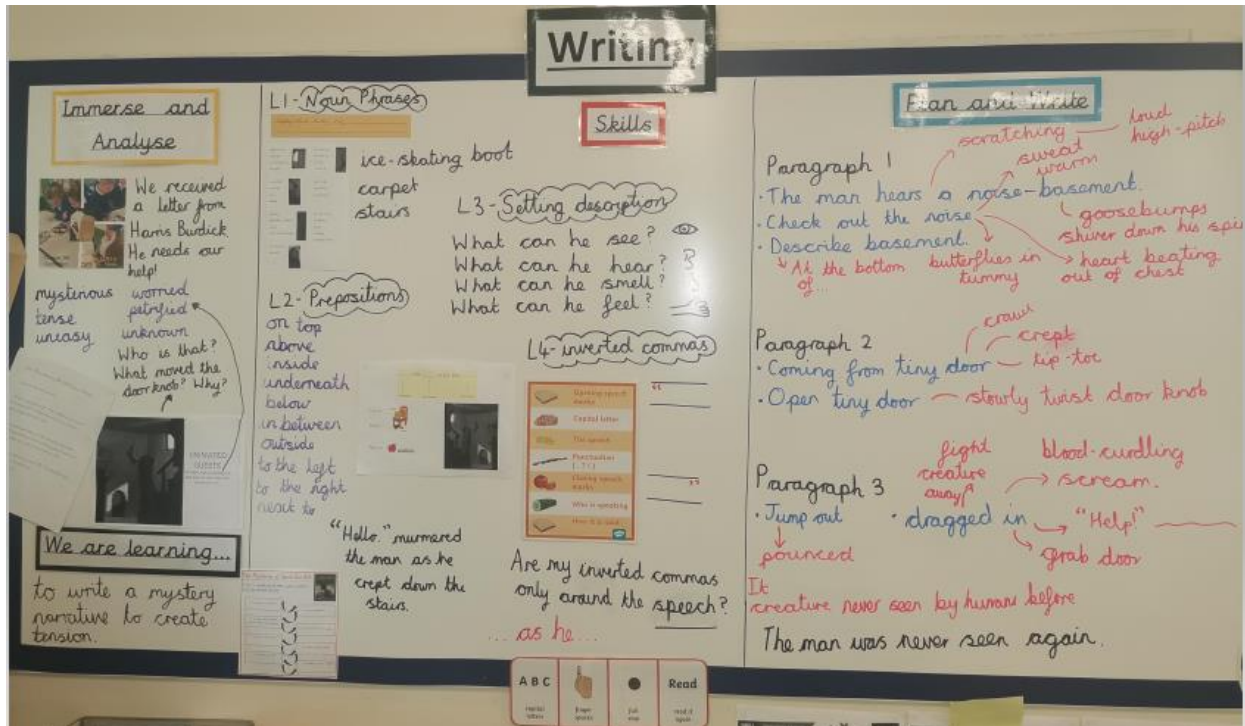
SPaG is taught to our pupils explicitly each day using the whole school progression chart. Lessons are well planned and feature a child friendly explanation, whole class/ peer task then a short independent activity to follow. Within lessons, SPaG is also explicitly taught and children are given the opportunity to apply grammar techniques independently.

Speaking and Listening

We believe that speaking and listening form the foundations of all learning in English. Informal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

Vocabulary

We believe that the classroom setting has the most potential to aid in our pupils' vocabulary growth and instilling a love of words in them. Our classroom settings are essential for fostering independence and vocabulary growth.



Every display is up to date, pertinent, and referenced to. To aid in the recall of new vocabulary, each display includes essential terms related to the subject (Tier 2 and Tier 3 words). Various methods are used in each classroom to collect and record new vocabulary.

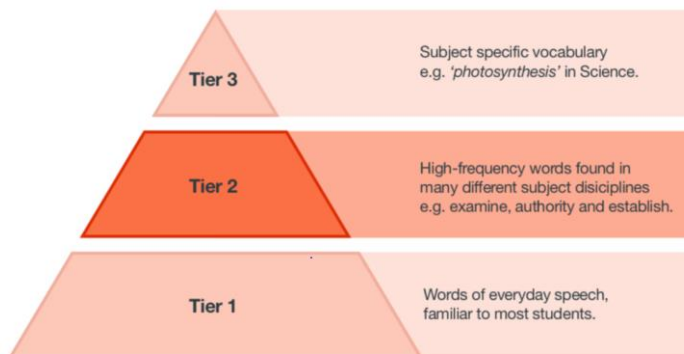


Image taken from the [EEF's 'Improving Literacy in Secondary Schools Guidance Report'](#)

Marking and Feedback

The marking and feedback policy for the entire school is followed for all marking in English books.

During all lessons, children will correct any errors in their work; this will then be re-marked by the teacher. Teachers will ensure that the child's needs are met by a prompt intervention if they determine that the child requires additional support. Children are constantly provided with opportunity to consolidate and extend their learning through the use of "next steps" both verbally and in writing.

CPD and Training

Peer-to-peer coaching, full staff or phase meetings, and individual support are just a few of the CPD formats that are used. Teachers are expected to stay current on their subject matter and utilise relevant resources that are offered in school or online CPD. Through performance management, induction programmes, and entire school monitoring and assessment, training requirements are identified.

Monitoring and Assessment

As part of the schools monitoring calendar, all teachers will attend sessions to moderate pupils work at least once a term. After the children have had the opportunity to edit and redraft their work it is then marked by the teacher and improvements are made. Once the work has been published, teachers use the Astrea Writing grids to assess children's writing.

Inclusion

How do we support inclusion?

At the Hill, we are committed to providing an inclusive education for all children, regardless of ability, gender, language, ethnic or cultural origin.

Class Teachers and support staff ensure that children:

- Feel safe and understand that their contributions are valued;
- Are taught in carefully selected groupings that allow them all to experience success;
- Break down lessons into manageable steps which allow all children to achieve.
- Select texts which reflect different cultures, religions and races.
- Have personalised targets which are reviewed regularly.
- Are encouraged to participate fully, regardless of disabilities or medical needs.
- Plan lessons to suit a variety of learning styles.
- Make lessons fun and engaging.
- Carefully plan interventions to enable progression for all.

Assessment and Monitoring

In Reception, children are assessed in their early literacy development against the '**Development Matters**' goals.

Teachers are expected to assess children's independent writing after the editing and redrafting process. Teachers use the Astrea writing assessment grids to assess writing apart from in Years Two and Six where the Teacher Assessment Frameworks are used. Independent writing will take the form of an edited and published piece, where children have had time to respond to marking and re-draft their work. Following this assessment, class teachers need to then support children with knowing their next steps in an appropriate way (coaching sessions, verbal feedback, written target etc.).

Within years 2 and 6, writing will be regularly moderated throughout the year at a trust level and local authority level through training and moderation sessions.

Children in Year 2 and Year 6 take end of Key Stage national tests.

As part of Astrea's continued drive to improve assessments, this year, each year group will take part in comparative judgement where children's work will be judged as a whole piece rather than identifying features.

- i
- ii
- iii