



Westfield Primary Community School

Teaching, Learning and Assessment Policy

Approved By:	Full Governing Body
Date:	July 2022
Review Date:	July 2025

Vision for Westfield

Together we strive to:

Inspire a love for our community through mutual respect, teamwork and the shared belief that anything is possible

Create a learning culture which recognises potential, celebrates achievement and respects individuality

Nurture strong relationships in a safe and secure environment, where opinions are valued and kindness is the core



Teaching, Learning and Assessment Policy

Intent

At Westfield, we are committed to providing a high standard of education for all children. Our aim is to enable our pupils to be articulate, curious and inspired whilst having the confidence, knowledge and ambition to be successful life-long learners. We aim to promote and encourage a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy, we will promote best practice so that there is a consistently high standard of teaching and learning in all classes. It will ensure that the children are provided with bespoke learning experiences that are informed by effective assessment and lead to high levels of pupil achievement and attitudes regardless of the barriers they may face.

Core Teaching Principles

Our Teaching, Learning and Assessment policy is built upon a set of key principles. We are committed to our mission statement – ‘Where children come first’




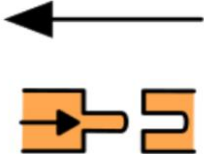

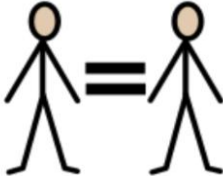


Together we strive to:

- Inspire a love for our community through mutual respect, teamwork and the shared belief that anything is possible.
- Create a learning culture, which recognises potential, celebrates achievement and respects individuality.
- Nurture strong relationships in a safe and secure environment, where opinions are valued and kindness is the core.

We have six virtues that we celebrate, share and nurture. We believe they are integral to everything we strive to achieve. They are: Confidence, Honesty, Kindness, Resilience, Respect and Teamwork.

Core Teaching Principles

We use these core teaching principles when delivering our Westfield curriculum

<i>knowledge-led</i>	<i>meaningful</i>	<i>engaging</i>	<i>connected</i>
			
<i>language-focused</i>	<i>accessible to all</i>	<i>localised</i>	<i>inspiring</i>
			

Working with others

At Westfield Primary Community School, we recognise that learning is everyone's responsibility. We pride ourselves on supporting the community and having a mutual buy in to work towards what is best for our children.

Our school community work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of the behavioural expectations.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.

Teachers will endeavour to:

- Recognise where our language gap is our attainment gap.
- Have ambition and belief for all children.
- Recognise everyone – including themselves - as learners.

- Ensure that learning is progressive and continuous.
- Adapt teaching and the curriculum to be fully inclusive for all of our pupils.
- Ensure children know what to do and why the learning is taking place.
- Use assessment to plan next steps in learning.
- Work collaboratively with support staff.
- Reflect on their own practice.
- Be professionally curious.

We actively encourage parents to support their child's learning by:

- Ensuring children are on time and ready for learning each day.
- Support learning, where possible, either at home or in school.
- Work collaboratively with the school to support the needs of the children.

Pupils are expected to support the school's aims by:

- Following the school's expectations of being ready, respectful and safe.
- Demonstrate the school virtues of confidence, honesty, kindness, resilience, respect and teamwork.
- Being happy, safe and comfortable in their school environment.
- Attending school regularly.
- Engaging positively in their learning.

Our Curriculum

Curriculum intent

Our curriculum has been designed to empower children to be:



In Reception, we follow the statutory framework for the Early Years Foundation Stage: ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf))

In Key Stage 1 and 2 (Years 1 to 6), we teach the National Curriculum in England: ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY national curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf))

What makes Westfield's curriculum bespoke?

Our curriculum is driven by the need to prepare our children for lifelong learning. At Westfield Primary Community School, we offer a rich and vibrant curriculum, which is ambitious for all learners. We develop children's essential knowledge, skills and understanding that are the building blocks for later life. Our curriculum encompasses the formal requirements of the EYFS and National Curriculum and goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide.

We follow a cross-curricular/thematic approach to learning over a two-year cycle where some subjects are taught through a 'big question' (Reading, English, Geography, History, Design and Technology), and some are covered as discrete subjects (RE, Computing, Maths, Forest Schools, Performing Arts, MfL, PE). Although this thematic approach gives meaning and context to learning, we secure and protect the integrity and discipline of individual subjects. Each subject has been planned and developed as a whole-school team to ensure key knowledge and skills are progressive as the children move through school. From the outset, our language gap is our attainment gap and this remains a key focus within our curriculum planning. Similarly, we have enhanced our school curriculum to provide additional opportunities to develop talk through our Oracy Projects, Performing Arts lessons and performance spaces around school.

We know that our children need knowledge and skills but to also have positive attitudes and role models who will inspire ambition for later life. Experiential learning, not just activities, are key to engaging all our children and experiences not only develop interest and enjoyment, but also provide the context and vocabulary, which underpin successful learning. We do not follow a scheme of work but make the learning bespoke to the needs of our children.

Many of our children have limited life experiences and it is important that we do not make assumptions of presumed prior knowledge. Our wave one teaching ensures that key skills and knowledge are embedded and that limited life experiences do not limit a child's progress at Westfield.

It is important for our children to make the connections between their learning and their own local environment. We are so lucky to work within the city of York and we endeavour to find local links within our learning topics, where possible alongside a planned Forest School programme within school.

Regular phase meetings are used to discuss various aspects of the curriculum and consistency of approaches and standards. We plan and review collaboratively as a phase to ensure that half-term plans are skills-driven and knowledge-based. We ensure the children know what and why they are learning.

Children with Special Educational Needs and Disabilities (SEND)

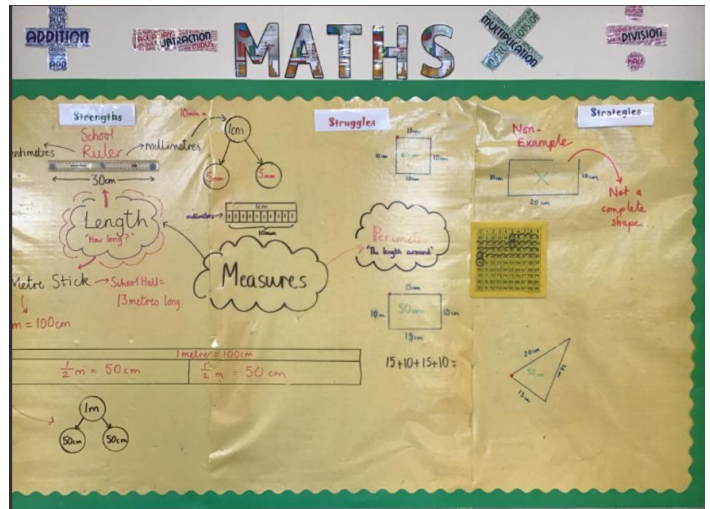
We take a proactive approach to creating an inclusive, positive and supportive environment for all children. Supporting children with SEND forms an integral part of this approach and is not an 'add on'. By building an ongoing, holistic understanding of children with SEND and their needs, we enable them to thrive and be included in all that Westfield has to offer. We work closely with families and external agencies to help build a picture of the needs of the children with SEND. We set personal targets for children with SEND that are reviewed regularly. We use small groups and one to one interventions to supplement our quality wave one provision, where needed.

Making connections

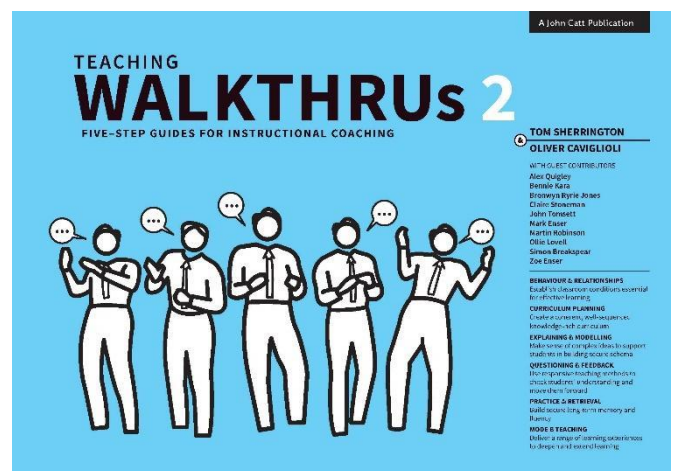
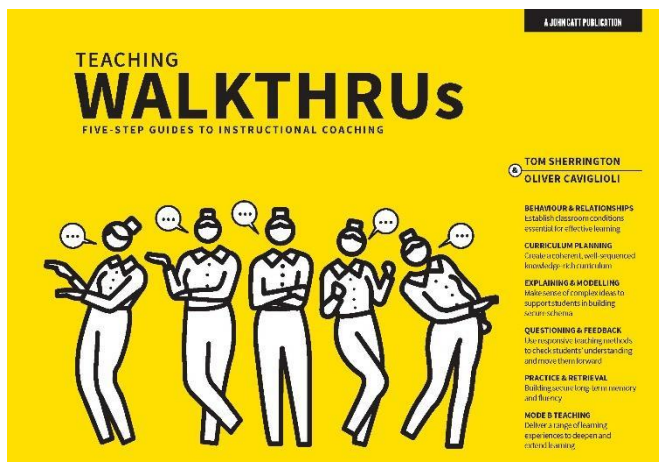
At Westfield Primary Community School, we present a big question each half-term for children to work towards. We believe in the importance of children to understand how ideas are connected; that specific ideas form part of a bigger picture and that we arrange concepts in categories. This enables us to compare and contrast related ideas to deepen children's understanding. For example, some teachers use our 'making connections' board in class to extend children's understanding of wider-world issues.

Learning environments

Teachers are responsible for providing a supportive, sensory-appropriate and caring learning environment in which all children are helped to reach their potential. Displays are changed regularly to ensure that the classroom reflects the learning studied by the children. All classrooms have meaningful working walls relating to literacy and numeracy that scaffolds and celebrates success. At Westfield, we believe that children learn best in an environment that is happy, safe and secure.

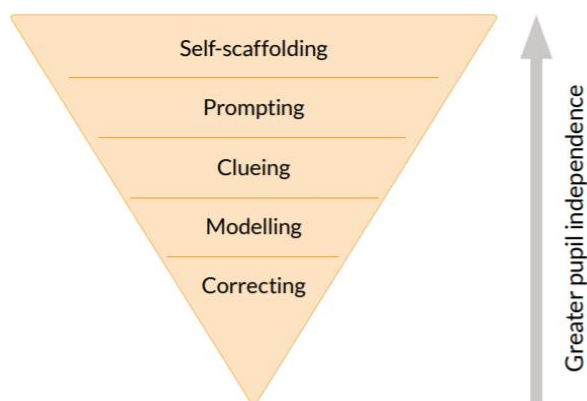


The following principles are guided by the most-recent EEF research (<https://educationendowmentfoundation.org.uk/>), Teaching WALKTHRU's research and other sources of credible research. All staff are expected to use these instructional coaching manuals to improve their practice.



Explaining and modelling

Effective teaching is understanding the process of enabling students to develop their knowledge and understanding of concepts and processes and the ability to apply their learning to a range of situations. At Westfield Primary Community School, our children learn more successfully from studying a series of completed worked examples of problems or tasks than they do if asked to problem-solve independently. We follow a metacognitive approach to support our children with this.



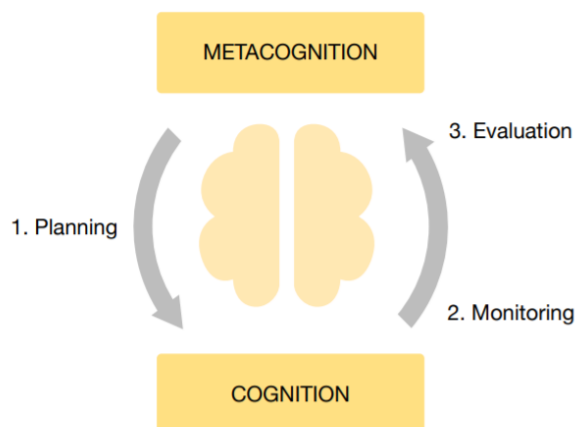
Metacognitive talk: Narrate the thinking

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



Successful students have good metacognitive abilities. They are able to plan, monitor and evaluate their progress through a task; think strategically about how to problem solve and share their thoughts throughout the process. At Westfield Primary Community School, we use 'Strengths, Struggles and Strategies' to help narrate the metacognitive process. An example of how we may follow the metacognitive process is explained below:



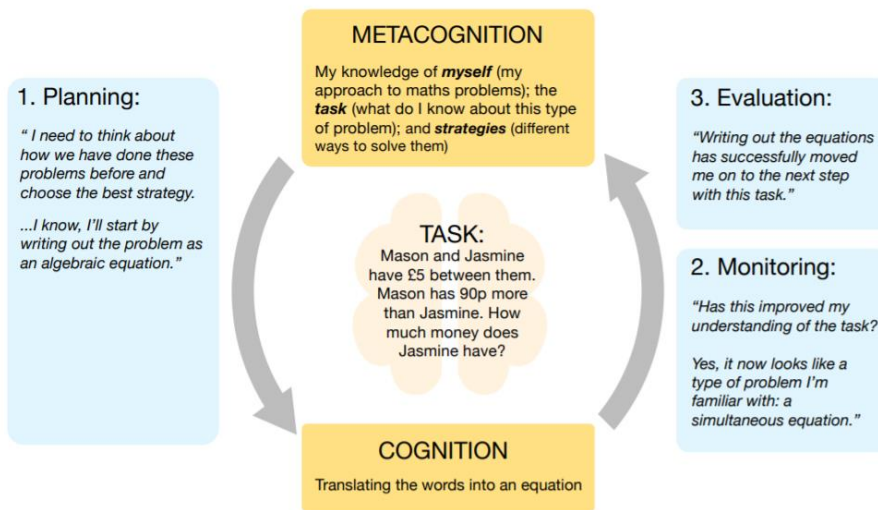
Step 1 – Set a problem and explore it

- Read through the question presented. Focus on what the question is asking or what the task might entail. Can the children make links to previous questions they might have encountered?

Step 2 – What do we already know?

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- Determine what information is available to the students and what supporting resources might help them. Teachers could make a list or notes so that this becomes explicit to the child.



Step 3 – Where do we start?

- Talk through the first steps in solving the problem or completing it. If this is a normal approach then stress this so that the routine is established. If there are various starting points then select one and

explain why it has been selected.

Step 4 – Make a plan and monitor

- Model the process of setting out a plan. For example, sequence of steps in maths of a paragraph structure in writing. Explain every choice, every step in explicit detail narrating the progress to the end goal.

Step 5 – Have we been successful?

- When the task is complete, model the process of reviewing and checking back over work. Teach ways to check for answers. This could be against a success criteria or using estimation in a maths problem.

Live modelling

Live modelling allows teachers to walk through a learning process themselves; it shows students how to do things and highlights key procedures and the thinking that underpins them. For any given task, teachers talk through the preliminary thinking. For example, teachers will narrate the process of thinking through the problem. What is being asked? What information do we already have? What are we aiming to achieve? Part of the modelling process should also include the decision making process. It should be evident how a selection of ideas are given but only one is chosen for a particular reason. All work

modelled is also reviewed and assessed against the success criteria that is either given or discussed as a class. A visualiser could be used as a method to ensure all students see how each step is being talked through.

Worked examples

As part of the modelling process, teachers will always provide enough high-quality worked examples for the children. This supports children moving from guided to independent practice. An example of this is explained below:

Example 1 – Fully worked to introduce the method or ideas.

- Introduce the first example of a question. Go through the problem on the board, producing a model answer, talking aloud for each step.

Example 2 – Fully worked for reinforcement.

- Repeat the process above with another example, carefully discussing ways in which it is similar to the first example but also different. Again, talking aloud for each step.

Example 3 – Partially worked for students to finish off.

- This time, introduce a question again and begin to answer it. Perhaps doing the first couple of lines of a maths problem or providing some of the ideas in a written response. Then, give students time to complete the question and check for answers, errors and any misunderstanding.

Example 4 – Cued start for student completion.

- Students should now be ready for a practice phase. Set one or more questions of the same type as modelled previously, giving information so that they are cued.

Example 5 – Completed independently.

- When ready, set one or more questions of the same type and ask the students to complete fully independently.

Scaffolding

Scaffolds are a form of support provided by the teacher to help the student bridge the gap between their current abilities and the intended goal. At Westfield, teachers gradually decrease the scaffolding as the learning process unfolds and the children become more proficient in their understanding. Scaffolding is not the same as differentiation and takes different forms depending on the intended learning goal.

Scaffolding is breaking up the learning into chunks and providing temporary tools or structures to support learning. At Westfield Primary Community School, we set the same expectation for all and scaffold appropriately for students who need additional support to guide them along the way. Assessment should be used to determine when teachers remove scaffolds: it should be strategic.

Examples of detailed scaffolds could include:

- Concrete, visual, verbal or written.
- Writing frames, partially completed examples, knowledge organisers, structure strips and sentence starters.
- Reminders of what equipment is needed for each lesson or classroom routines.
- Scaffolding discussion of texts: pre-reading of a focus text, questioning, and clarification and summarising.
- Open-ended maths resource areas allowing children to self-select scaffolds to enhance their learning.

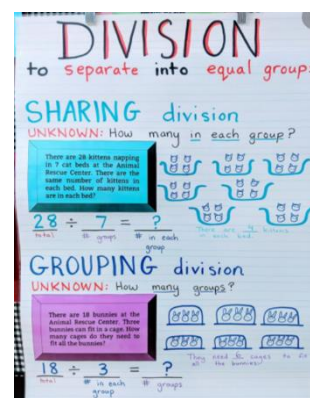
Share the 12 cubes equally into the two boxes.

There are ___ cubes altogether.
There are ___ boxes.
There are ___ cubes in each box.



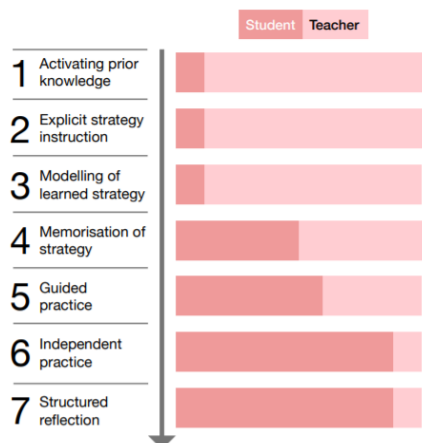
Grow the code grapheme mat Phase 2, 3 and 5

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promoting prediction,

Independent practice



For students to apply their learning independently with a level of fluency, it requires an element of extensive practice. Independent practice supports the overlearning essential for students to develop the automaticity needed for fluent application and recall in the future. Moving from guided practice to independent practice happens when teachers reduce the level of guidance they provide. An example could be the removal of scaffolds (as mentioned previously)

and reducing guidance over time. Examples of such can be seen below:

Metacognition	Seven-step model	Written methods for division (short division)
Activating prior knowledge	Retrieving previously learned information that is relevant to the task	Quick recap/recall of memorised division facts. Teacher highlights importance of these to this learning. What's the strategy if not memorised securely?
Explicit strategy instruction	Explaining how to complete the task	Why and when might we use short division? What are the benefits? Demonstrating an example to show its application.
Modelling of learned strategy	Exemplifying an aspect of the task or strategy	Using CPA approach to support conceptual understanding of short division building on what has gone before. Modelling written method alongside
Memorisation of strategy	Checking that the information has been understood and remembered	Co-construction of process success criteria that can be followed.
Guided practice	Collaboratively completing one or more aspects of the task or strategy	Using worked examples/partially completed examples to isolate aspects of the strategy to practice, alongside the SC.
Independent practice	Completing the task or strategy on their own	Children complete examples that require use of the strategy in increasingly complex ways.
Structured reflection	Considering what could be done differently next time	Examples and non examples to evaluate. Does our SC work – are there bits that we forget/need to expand on? Can I explain why it works?

Metacognition	Seven-step model	Using sound buttons to help reading CVC words
Activating prior knowledge	Retrieving previously learned information that is relevant to the task	Flashcard recap of GPCs covered so far. Explicit links made with the task for this session.
Explicit strategy instruction	Explaining how to complete the task	Explanation of the sound buttons and how they help with reading words.
Modelling of learned strategy	Exemplifying an aspect of the task or strategy	Teacher demonstrates putting sound buttons on words and then using them to sound out and blend.
Memorisation of strategy	Checking that the information has been understood and remembered	Use of talk partners to work through further whole class examples.
Guided practice	Collaboratively completing one or more aspects of the task or strategy	Children work in pairs on the same words at the same time as the teacher and the rest of the class.
Independent practice	Completing the task or strategy on their own	Children given opportunities to apply technique on their own, in AOP or during individual reading times.
Structured reflection	Considering what could be done differently next time	Discussion of how or if sound buttons help with reading.

Deliberate vocabulary development

At Westfield, our language gap is our attainment gap. Therefore, it is important that learning and understanding new vocabulary is at the forefront of everything that we teach. An example of ways to support a vocabulary development is explained below:

1 – Specify and define the words.

- Create a list or a glossary of words that the students will need to know or highlight them in the texts and resources they will use. Provide definitions for these words so that students can explain them in terms that they know. As and when new words crop up, make sure that they too are defined.

2 – Say the words.

- Make sure all students say all the words they need to learn. This can be done in various ways: Chorally (all students repeat the words in call and response style); in pairs (using structured paired discussions or question and answer exchanged) and rapid fire (check that individual students can use the words through individually questioning or call and response).

3 – Read words in context.

- Where possible, ensure target vocabulary is encountered and embedded in texts that students will read. This gives the words a context that supports understanding and recall.

4 – Practise using the words verbally and in writing.

- Students must practice using words for them to form part of their repertoire of words. Students must use these in practise tasks that require the words to be used in writing and in structured discussions.

5 – Engage in word-based retrieval practice.

- Use glossaries and knowledge organisers to support regular retrieval practice using the target vocabulary. Students must recall this from memory alongside regular reviews.

Developing language skills

Language is a priority. Classroom practice shows evidence of our Communication Friendly setting status.

In Early Years, all children are screened termly using Wellcomm to identify gaps in their language. Information is shared with all staff to ensure cohort and class priorities are addressed in class through first wave teaching. Opportunities are then provided to ensure skills are modelled and rehearsed in many different ways. This can include using positional language when lining up, using colour names during daily routines, such as pegs and lunch cups, or using a class visual timetable to reinforce talk about now and next. Children with more specific needs work individually, in pairs, or in small groups to work on these gaps. Activities to support Wellcomm are shared on Tapestry to enable parents to support at home.

We gained our Communication Friendly Setting Status in 2021. The Foundation Stage Team accessed ELKLAN training through the Early Talk for York project in its initial roll

out. Staff use a range of skills including questioning, Widgit pictures to support explanation and performance and language opportunities. These staff skills were developed through the training to enable the strengthening of language skills for our youngest children.

Across school, vocabulary acquisition is supported with words and pictures, which are used in classrooms, as well as being shared with parents on Tapestry or Marvellous Me. Topics are supported with a range of books and high-quality texts to broaden language and understanding. New words are accompanied by pictures or widgets to strengthen links in understanding.

Oracy project

Children throughout Key Stage 1 and Key Stage 2 take part in an Oracy project half-termly. The aim of these projects and sessions is to give children opportunities to develop and use their voice for success in school and in later life. Sam Rich, Dance and Performing Arts Teacher and Schools Out Performance Coordinator, works with each year group for half a term. Support is given by working alongside class teachers and teaching assistants to develop oracy and performance skills.

Poems/excerpts/selected performances can link to topics or fit with seasonal terms throughout the year. The children are given ownership in driving these performances and are involved in discussions and decisions about how they should be performed and prepared. The aim is to work towards a performance for other classes, year groups or audiences. End of term performances could be a mixture of celebration assemblies, café assemblies, nativities or one off performances linked to a theme or topic.

Set the standards

Dylan William suggests that, when we approach a learning objective, teachers and children must know and understand how to achieve it. This means that teachers should engage students in the process of clarifying the learning objective. Part of this is to set the standards for the work that will be completed. If students are not aiming for a high standard, they are unlikely to reach it so they need to know what this will look like in advance. This could come in the form of high-quality examples of writing, co-

constructing success criteria for the given task and using teacher and self-assessment to provide feedback on how the children can reach this standard.

Head-on misconceptions

In many subjects, there are several errors or misconceptions that crop up repeatedly. It is not sufficient to continually reteach the correct version unless the misconception is unpicked. As teachers, we need to 'rewire' the children's thinking to make the correct version. The process below describes how best to reach the intended outcome:

1. Identify the misconceptions – Use your knowledge of the curriculum and assessment in your subject to identify common errors or misconceptions for each topic. Analyse possible underlying reasons for these misconceptions arising. Plan opportunities to teach students about them directly and prepare questions and other resources that explore the misconceptions.
2. Introduce a misconception explicitly: Why is it wrong? – Present examples of the misconception to the class, making it clear that the material presented is not fully correct – or is completely wrong.
3. Reinforce a correct underlying conceptual model – Introduce or re-teach the underlying model that explains why the misconceptions and errors must be wrong. Link this back to the errors that you introduced. It may be necessary to go right back to basics without making any assumptions.
4. Check for understanding of the misconception and the correction – Engage students in routines to ensure that they understand both the misconception and the correction. It will not be sufficient to talk it through. If your students can explain back to you what the errors are and how to correct them, then you can be much more secure about them having understood.
5. Practice the correct version – Give students opportunities to strengthen the correct way through practice. Repeatedly using the ideas that support the correct version will help with future recall. Test students' knowledge over time by returning to the misconception to see if the students have shifted their thinking.

Questioning & feedback

Feedback

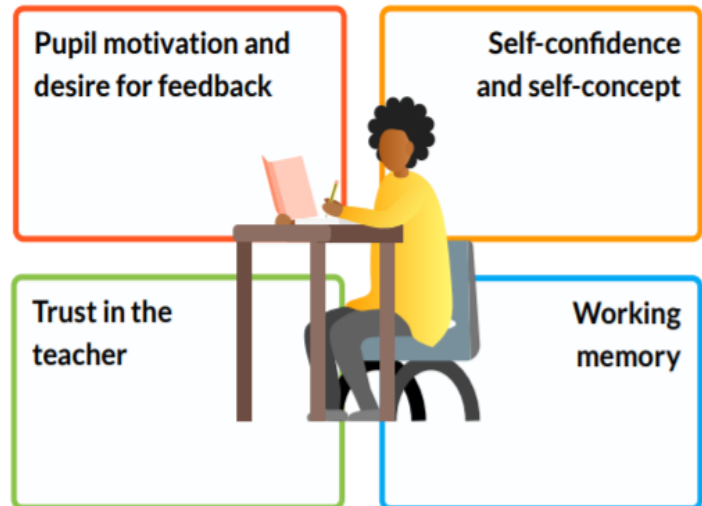
Very high impact for very low cost based on extensive evidence



+6

Feedback

At Westfield Primary Community School, our aim is to provide feedback to children through verbal and written marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following feedback. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments.



Comments should identify what has been done well and what still needs improvements and should give guidance in how to make these improvements. As teachers, we must always remember for feedback to be effective and should cause our children to think (Black 2002, Working Inside the Black Box). What matters most is the content of the feedback, the timing and talking with the child. Please refer to Westfield Primary Community School Marking Policy for more information.

Figure 1: What is teacher feedback?



Ofsted has stated the following:

- Ofsted recognises that marking and feedback to children, both written and oral, are important aspects of assessment. However,

Ofsted does not expect to see any specific frequency, type or volume of marking

and feedback; these are for the school to decide through its assessment policy, which may cater for different subjects and different age groups of children in different ways, in order to be effective and efficient in promoting learning.

- Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should not be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of children in that school.

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children’s starting points, to deepen understanding and to check children’s progress. The following techniques are a repertoire of effective questioning in any classroom, enabling a teacher to gain a good sense of how well students are learning.

Cold calling – Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps. This technique helps to address the two main purposes of questioning: making all students think and providing feedback to you as the teacher as to how well things are going.

Think, pair, share – There are many times during a learning sequence when it is beneficial for students to engage in a structured discussion. Pairs are the most powerful way to

involve all students in rehearsing and sharing ideas as part of the flow of responsive teaching.

Show-me boards – A good way to sample responses from a whole-class is to use mini whiteboards. Instant feedback is given to the teacher who is then able to respond appropriately.

Say it again better – The purpose of this technique is to set a standard for the depth of verbal responses you expect from the students to support them to produce high quality responses. We must never accept short, shallow responses without further development as it sets low expectations and students will assume half-formed answers are the norm. To 'say it again better', teachers accept initial responses but develop them each time.

Probing questions – To develop children's understanding, it is important to ask questions that probes their understanding. Well-chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory, to connect examples and to identify knowledge gaps and misconceptions.

Practice & retrieval

Quizzing

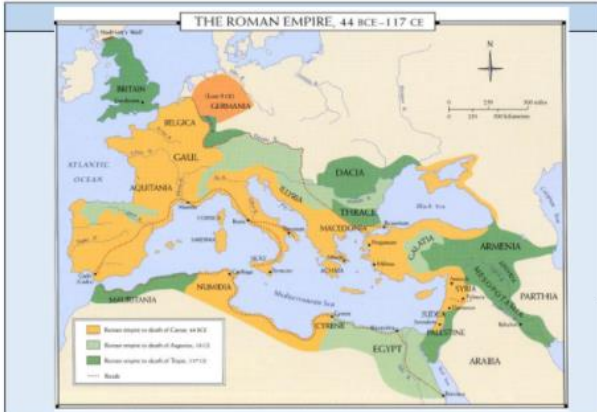
Low-stakes quizzing allows opportunities for the teacher to check students understand the content taught and where the gaps may still exist. In addition, the process of testing reinforces the retrieval strength of the material so that it is easier to remember next time. At Westfield Primary Community School, we access a variety of websites for this. Some examples include <https://kahoot.com/>, <https://quizizz.com/>, <https://quizlet.com>, <https://www.schoolimprovementliverpool.co.uk/Low-Stakes-Quizzes> and <https://www.blooket.com/play>.

Using a knowledge organiser

The purpose of a knowledge organiser is to provide students with accessible guidance about knowledge that they can study on their own. These are used to assess our foundation subjects. An example of these are seen below:

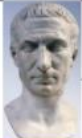
THE ROMANS

Year 4 - Eleanor Palmer



Key facts:

The Roman Empire covered most of Europe, some of Africa and Asia.
 Britain was invaded twice by the Romans, first unsuccessfully and the second time successfully in AD43.
 The Romans created towns in Britain including Londinium (London), Camulodunum (Colchester), Deva Victrix (Chester) and Verulamium (St Albans).
 Famous people from Roman times include Julius Caesar, Emperor Hadrian, Boudicca (a British Celtic queen) and the poet Virgil.



Roman Timeline

753 BC - The city of Rome is founded. 509 BC - Rome becomes a republic. Rome is run by elected senators. 73 BC - Spartacus the gladiator leads the slaves in an uprising. 45 BC - Julius Caesar becomes the first dictator of Rome, signaling the end of the Roman republic. 27 BC - The Roman Empire begins, with Augustus as the first Roman emperor. 60 AD - The Colosseum is built. 121 AD - Hadrian's Wall is built. 306 AD - Constantine converts to Christianity, making Rome a Christian. 476 AD - Romulus is overthrown and the Roman Empire is no more.

Important Places and Daily Life in the Roman Empire				
The Colosseum		The Colosseum was built between around 80 AD by the Emperor Vespasian. It could seat about 50,000 spectators who came to watch events including gladiatorial combats, wild animal hunts and sporting games.	Where? Rome, Italy	Key Fact: The Colosseum is 189m long and 156m wide!
The Pantheon		The Pantheon was originally built as a temple to the gods of Ancient Rome, however was rebuilt in its current form in 126AD. It is the best preserved of the Roman buildings in Rome. It has been used ever since it was built.	Where? Rome, Italy	Key Fact: Pantheon translates as 'temple of all gods.'
Hadrian's Wall		Hadrian's Wall, begun in 122AD, was a fortification designed to stop tribes in Scotland attacking England (part of the Roman Empire). It took over ten years to build. It was the most heavily fortified wall in the Empire.	Where? 73 miles along northern England	Key Fact: Lots of the wall still exists, and can be followed by path.
Family Life		Family was an important part of Roman life. Laws were written to protect the family structure. The family that you belonged to had a lot to do with your place in Roman society.	How? Roles were fixed and unequal.	Key Fact: The 'familia' of Roman Emperors could extend into thousands!
Slaves and Peasants		Slaves performed much of the hard work and construction in the Roman Empire. Most slaves were people captured in times of war, but some children were born as slaves.	How? Most slaves worked in building or on farms.	Key Fact: Some people sold themselves into slavery to pay debts.
School		Roman children started school at the age of seven. A tutor could teach wealthy children, whilst others went to public school. Poor children could not go to school.	How? Children learnt reading, writing and maths.	Key Fact: Many girls were not allowed to go to school.
Food		A wide variety of foods were available, depending upon a person's wealth and where they lived. The Romans ate 3 meals a day, with the largest meal eaten in the afternoon.	How? Foods were imported all around the empire.	Key Fact: The poor largely ate a porridge called 'puls.'
Clothes		Most men and women wore tunics, with a belt. However, the women's tunic was normally slightly longer. Women wore white until they were married. Most Romans wore sandals (made of leather) on their feet.	How? Most clothes were made from wool.	Key Fact: The rich could afford linen and silk clothes.

KEY VOCABULARY

Amphitheatre: A place like a stadium, where Romans went to watch animals and people fighting.
Aqueduct: A system of pipes and channels used to bring water into towns.
Barbarian: A person who lived outside the Roman Empire, seen by Romans as violent and uncivilized.
Assembly: The Assembly was the public meeting of the government of the city. All citizens could take part and vote there.
Capital city: Main city of a country, the centre of government.
Catapult: A machine that threw rocks or burning tar at the enemies. In Latin it was called an onager.
Cavalry: Soldiers who fight on horseback.
Chariot: Cart with two wheels pulled by horses. Romans raced chariots, and Celtic warriors rode into battle on them.
Celts: People who lived in Europe, including Britain, and who fought the Romans.
Centurion: An officer commanding about 80 legionaries.
Citizen: The stage of human social development and organization which is considered most advanced.
Election: Process where people vote to choose the people they want to be in charge.
Empire: A large area with many people ruled by one strong leader, called an emperor.
Fort: A building with walls to keep out enemies, used by soldiers.
General: Leader of an army, the soldier giving the orders to everyone else.
Gladiator: A person trained to fight other gladiators or animals in amphitheatres.
Governor: The ruler of Roman Britain, who worked for the Roman Emperor.
Hypocaust: Roman central heating. Hot air from a furnace (fire) flowed through gaps between walls and flooring.
Latin: The language spoken and written by the Romans.

Legion: The main battle unit of the Roman army, its soldiers were called legionaries. There were between 4,000 and 6,000 legionaries in a legion.
Legend: A story made up about people in the past.
Mosaic: A pattern made from coloured pieces of stones and pottery.
Myth: A made-up story, often about gods and spirits, told to explain things such as why the sun rises and sets every day.
Republic: A country without a king, queen or emperor. The Roman republic was ruled by the elected Senate. Most countries today are republics.
Scroll: Roman book, written on a long strip of paper rolled around a stick.
Senate: The Roman government, made up of senators.
Senator: A person elected to the Roman Senate who helped run the government. Some countries today, like the U.S.A., have senators.
Sewers: Pipes or tunnels that carry away sewage.
Slave: Someone who can be sold to another person to work for nothing. A slave is not free and has no rights.
Standard: Roman army emblem, a pole with special decorations (such as a metal eagle) carried by a soldier. Each legion had its own standards.
Stylus: A metal pen for scratching words into soft wax on wooden tablets.
Taxes: Money or items taken by the government from people, to pay for things like the army, wars, emperor's palaces and building roads.
Villa: A large house in the country. Some Roman villas were farmhouses and some were like palaces.



Additional support



The curriculum is enhanced through the use of additional programmes to support learning and give the children their independence to move their learning and skills forward.

Staff regularly access these programmes to look at data and progress to inform interventions and future planning. Children's focus areas are identified and targeted to ensure the children's needs are being met.

The majority of programmes are used as part of our wave one teaching; however, some children access Nessy (a literacy support programme) to support them with their reading. Children access this additional provision after being identified by class teachers or SENDCO. Targets are set and adapted as the children progress throughout the programme.

Sharing learning with families

Tapestry is used as a communication tool in Early Years. Topic vocabulary is shared with parents using words and Widgets. Videos sharing learning with parents are posted frequently: these have included touch counting, phonic phonemes and letter formation rhymes. Photos and videos are posted to show children's achievements through different skills from home and school.

Partnerships with Family Learning have allowed our parents in Early Years to be supported by specialist team members. Small groups take place to build parent's confidence. For example, this year, we selected storytelling and story sharing as a focus for our parents. Links with the local library during the Bookstart launch and three small group sessions saw parents attending and seeking out friendships. These small groups will continue and be mirrored for story times within class groups.

Marvellous Me is used in Years 1-6 as an easy-to-use app for teachers to share information with parents. In Key Stage 1, three activities are shared weekly as well as badges and messages when needed. In Key Stage 2, one focused activity is sent to support learning and encourage discussions around topics. Badges and messages are sent out as and when they are achieved or needed.

Every half-term, a newsletter from each phase is sent home to update the parents on the topic being studied. Information included states the key learning that has happened, what families should look forward to happening in the next half-term and key questions for families to research at home.

Assessment

Assessment in all its forms is at the heart of teaching and learning; it gives direction and impact to what we do. It plays a central role in securing children's learning, supporting the children to know how to deepen their knowledge and ways to understand their own performance. At Westfield Primary Community School, we define assessment as "the process used by teachers and students to recognise and respond to children's learning in order to enhance that learning *during the learning*." (William 2011) We identify each child's progress in each area of the curriculum, determining what each child has learned and therefore what should be the next stage in the child's learning.

Summative assessments

Early Years Foundation Stage Profile

Children are continually assessed in EYFS. All staff members add information to an electronic journal called Tapestry. We use it as a communication tool to enable teachers to share learning with home through photos, videos and comments. Families are always encouraged to contribute their thoughts. The teachers make formative assessments throughout the year, based on information gathered from online learning journals, whole class, small groups and individual learning: this is then added to O-Track. Phonics assessments are logged onto the Little Wandle tracking system. All data is used to inform next steps in learning. Tri-weekly pupil progress meetings across the phase ensure children, who need additional support, are identified and all children's learning is

progressing over time. Statutory assessment is completed on Reception children at the end of the year against the Early Learning Goals at an Emerging or Expected standard.

Year 1 - phonics screening check

All children in Year 1 will participate in a Phonic Screening Check. The Year 1 teachers will administer this assessment. Results are shared with families at the end of the year.

Year 2 - phonics screening check

Those children, who did not meet the threshold at the end of Year 1, will retake the check in Year 2 at the same time as the Year 1 Phonic Screening Check. Either Year 1 or Year 2 teachers will administer the screening with families being informed of the results at the end of the year.

Year 4 - Times-tables check

In 2021-22, there will be a new Year 4 times-table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

SATs

Children in Year 2 and Year 6 undertake statutory assessments throughout May: Year 2 as teacher assessments and Year 6 as both teacher assessment and summative tests. The results of these assessments are shared with their families at the end of the year.

Other year groups

Other year groups across school assess on a termly basis using PUMA and PIRA assessments. At Westfield Primary Community School, we use MARK Rising Stars to analyse results from these tests. This helps to analyse gaps in learning to inform targeted teaching.

Formative assessments

The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Most assessment information will be collected through observations, information in class files, children's self-assessment and low-stakes assessments, including low-frequency testing and

activities such as 'exit passes' and online quizzes such as Kahoot, Quizizz, Quizlet and Blooket.

Assessment Tracking

At Westfield Primary Community School, we use Fischer Family Trust as a comprehensive online reporting and data analysis tool, which helps to analyse performance and improve educational outcomes. We use FFT estimates to inform the setting of ambitious and aspirational targets for students.

After each assessment date, all standardised scores and teacher assessment data is inputted into o-track. From here, a range of tracking and data information is produced comparing the child's score to their FFT prediction. Each analysis is individual, but takes into account the different vulnerable groups, so that we can clearly identify areas of strength and concern and put in appropriate strategies where necessary.

Curriculum assessment

At Westfield Primary Community School, teachers continually assess the children using their curriculum folders as a reflective document. These folders consist of content progression coverage and skills progression coverage documents for each subject area in the National Curriculum. These folders are passed onto the next teacher to ensure the skills or objectives are taught and revisited as the children move through school.

In addition, teachers use knowledge organisers to assess children's understanding of both knowledge and skills. The knowledge organisers are made specifically to the half-termly topic being taught and match the objectives and skills planned from the curriculum folders. There is a Westfield knowledge organiser template that teachers use whilst planning their new topic.

Performance management

Appraisal plays an important role in the communication and performance management processes within Westfield Primary Community School. It is key to supporting the school's commitment to developing its staff and to delivering excellent educational provision to pupils.

Appraisal in this school is a supportive and developmental process in the context of the school's improvement plan. It is designed to ensure that all staff have the skills and support they need to carry out their role effectively. Its aims are to improve outcomes for all children at the school and to ensure that all employees are motivated to continuously develop their skills and improve their performance.

The Teachers' Standards define the minimum level of practice and professional conduct expected of trainees and teachers from the point of being awarded QTS. However, the school has an expectation that a teacher develops their professional practice throughout their career as they gain more experience and expertise.

See the policy on appraisal for further information.

Pupil progress meetings

At Westfield Primary Community School, we regularly review how we track and assess pupil progress.

At the beginning of each academic year, our teachers review all of the handover information from the previous year, along with their own initial assessments, and set individual targets for the children.

Pupils are then assessed by teachers throughout the year; we make ongoing 'teacher assessments' against a set of agreed criteria. These assessments are formally recorded as a scaled score just before Christmas, Easter and at the end of the school year. As a general rule, we aim for 10 weeks of teaching before completing a formal assessment.

At each of these assessment periods, class teachers have a pupil progress meeting to discuss pupil outcomes with their Key Stage Phase Leader, Deputy or Head Teacher. Discussions will be reflective and supportive to suggest ways to help move learning forward for children that are not on track based on their FFT data. Our inclusion team also checks the data especially around certain individuals and groups of pupils.