

BISHOP JOHN ROBINSON CHURCH OF ENGLAND PRIMARY SCHOOL



ACHIEVEMENT POLICY

At Bishop John Robinson Church of England Primary School we aim for all children and staff to:

Be the best we can;
Join in learning, play and prayer,
Remember God's Word.

Implemented	April 2016
Presented by	Headteacher
Ratified by Governors	April 2016
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Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this we;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way he should go, And when he is old he will not depart from it"* Proverbs 22:6 (NKJV) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

About achievement:

At Bishop John Robinson, we believe that children achieve best when they have a secure understanding of what they are learning. This means children have many opportunities to deepen their understanding and apply it to different contexts in order to master their learning within their current or previous year's objectives.

We use an assessment tracking system named Target Tracker to record and monitor learning within subjects, classes and across the school.

For each objective taught, children are assessed as either;

Working toward , **Achieved** or **Mastered**

Teachers use a range of evidence to decide on how well a child has understood an objective. These include;

- Professional judgement based on observations
- Marking of class work
- Results of informal tests

Teachers check that their judgements are consistent with the judgements of others through;

- Use of exemplification materials (provided by the DFE and Target Tracker)
- Internal moderation
- Moderation with other schools (for example the Thamesmead Cluster)

In deciding to what degree a child has understood an objective, teachers consider the following;

- The degree of **INDEPENDENCE** with which they demonstrate their learning
- The degree of **ACCURACY** in their learning
- The degree of **CONFIDENCE** with which they approach their learning
- Their ability to **APPLY** learning in different contexts, and
- How well they **RETAIN** learning

Teachers use the information from assessments to help plan learning within the class and to ensure coverage of the curriculum.

Blooms Taxonomy

Teachers provide opportunities for children to **MASTER** objectives through providing enrichment activities within lessons. Enrichment activities can be based on BLOOMS TAXONOMY to promote higher order thinking.

Teachers may assess that a child has **Mastered** an objective at any time in the year. Some objectives will require more evidence and may not be **Mastered** until the summer term. This will be left to the teacher's professional judgement.

Key definitions:

A child is **Working toward** an objective when s/he has been present in a lesson when an objective has been taught and has;

Independence	<ul style="list-style-type: none">Completed tasks with lots of adult support
Accuracy	<ul style="list-style-type: none">Completed tasks with some errors
Confidence	<ul style="list-style-type: none">Completed tasks for the 1st time or needed additional support or resources to help
Application	<ul style="list-style-type: none">Completed tasks in one particular context
Retention	<ul style="list-style-type: none">Completed tasks during a lesson

A child has **Achieved** an objective when they have;

Independence	<ul style="list-style-type: none">Completed tasks little adult support
Accuracy	<ul style="list-style-type: none">Completed tasks with few errors
Confidence	<ul style="list-style-type: none">Is able to articulate learningShows a level of enjoyment with the taskIs able to respond to feedback or to self-correct
Application	<ul style="list-style-type: none">Can apply learning to more than one contextBlooms Taxonomy - REMEMBER / UNDERSTAND / APPLY
Retention	<ul style="list-style-type: none">Can recall learning from previous lesson or unit of work

A child has **Mastered** an objective when they have;

Independence	<ul style="list-style-type: none"> Completed tasks with minimal adult support
Accuracy	<ul style="list-style-type: none"> Completed tasks with very few errors
Confidence	<ul style="list-style-type: none"> Shows perseverance and resilience in completing the task Can perform the tasks with minimal effort Self assesses and self corrects
Application	<ul style="list-style-type: none"> Can apply learning in a variety of contexts Blooms Taxonomy - APPLY/ANALIZE/EVALUATE/CREATE
Retention	<ul style="list-style-type: none"> Can EASILY recall learning from previous lesson(S) or unit(S) of work

Age Related Expectations

Teachers use the AGE RELATED PROFILE REPORT (see appendix) to help make decisions about whether or not a child is working **BELOW, AT RISK** (eg just within expectation but 'at risk' of not meeting expectation by the end of the year) **AT, ABOVE OR SIGNIFICANTLY ABOVE** Age related expectations.

A formative assessment is made at the end of EACH $\frac{1}{2}$ TERM which is monitored by senior staff in pupil progress meetings.

This is shared with parents at Parent Consultation Meetings.

Progress

Progress is measured 'steps'.

It is expected that a child will progress 1 'step' per half term.

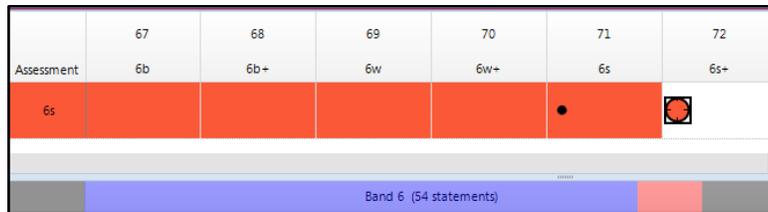
It is expected that a child will progress 6 steps in one academic year.

Target Tracker breaks down each step as follows;

B	B+	W	W+	S	S+
Beginning the year band		Working within the year band		Secure in the year band	

Making a step judgement

Teachers decide on whether or not a child has made a step progress based on how many objectives a child has **ACHIEVED** or **MASTERED**. Evidence of **WORKING TOWARD** may also be taken into account. Each objective which is either **ACHIEVED** or **MASTERED**, adds to the 'temperature gauge' which can be used to help decide on a child's current assessment.



In this example, the Y6 child has been assessed in Maths as 6S as he has **ACHIEVED** many of the Band 6 statements and is **WORKING TOWARD** in others. The teachers is confident in this assessments due to evidence in books and from informal tests.

Teachers may also decide on whether or not a child has made a step by asking themselves if the child is;

- **BELOW**
- **AT RISK** (eg just within expectation but 'at risk' of not meeting expectation by the end of the year)
- **AT**
- **ABOVE**
- **SIGNIFICANTLY ABOVE**

What they would expect of a child at that point of the year. There may be occasions when this is not always evident by using the 'temperature gauge' for example;

- If a child is new to the school and has no previous assessment on Target Tracker
- If aspects of a subject have yet to be taught but the child has achieved in other areas
- A child has made rapid progress/improvements since the last assessment but objectives from previous years have not been 'back filled'

Teachers are always urged to err on the side of caution when making step assessments