



Watermill School

Teaching and Learning Policy

(Inclusive of policies listed below)

Overview		
Policy	Page Number	Date of next review
Teaching and Learning (E Harrington/H Clayton/ J Lomas)	2	September 2026
Assessment, Feedback and Marking (E Harrington/H Clayton)	9	September 2026
Reading and Phonics (N Beardmore)	19	September 2026
Examinations (H Clayton)	27	September 2026
Calculation (N Williams)	42	September 2026



Teaching and Learning Policy

Teaching and Learning Policy		
Written by: Jennifer Lomas December 2011		
Latest Review information:	Summary of amendments	Date of next review:
Date: September 23 Name of reviewer/s: E Harrington	<p>Teaching & Learning Policy amendments:</p> <p>Section 3.0: Added: 'Learning is personalised and focuses on the individual's skills, interests and communication needs.'</p> <p>E. Harrington</p> <p>Section 4.0: Added - All displays should follow the schools Communication Friendly Spaces approach using neutral and natural backing to reduce visual over-stimulation or overload.</p> <p>E. Harrington</p> <p>Section 6.1: Removed the word PECS and replaced with 'picture aided communication'. And added: 'The school uses consistent visual structures including now and next boards, visual timetables and picture symbols to organise the child's learning environment and tasks.'</p> <p>E. Harrington</p> <p>Section 6.3: Amended specialist rooms list to now include: hydro-therapy pool, main gym and physiotherapy gym, library, science lab, performance room, art and design technology room and food technology room.</p> <p>E. Harrington.</p> <p>Section 6.7: Assessment tool changed from Clifton Emag to Insight. Sensory Pathway 3 included. Paragraph on IEP's has been removed to follow new best practice from September 2023 using EHCP outcomes tracker.</p> <p>E. Harrington</p>	September 24

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Teaching and Learning Policy

1.0 Introduction

Watermill School provides a consistent structured approach to the individual needs of each pupil by attention to assessment, national curriculum subjects, the personal health and social education, communication skills, the physical, sensory and behaviour support needs of the child.

The Teaching and Learning Policy is to make explicit and accessible the shared, agreed, broad principles and practices upon which teaching and learning is based at Watermill School.

Watermill School pupils have a range of cognition and learning difficulties including Moderate, Profound, Severe and Complex learning difficulties. It cannot be assumed that our pupils will learn merely by exposing them to the conditions for learning which are suitable for children with no such difficulties. They do not learn well incidentally and as a result, need a highly structured environment. Pupils who have moderate learning difficulties will often have additional social or behavioural difficulties which can make learning more difficult.

Children learn through their total experience. This policy guides what pupils do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each pupil can be met.

This policy is not stand alone and should be used in conjunction with the Behaviour policy, Assessment Feedback & Marking policy and the teacher standards.

2.0 Responsibilities

All members of Watermill School (teaching and non-teaching staff, parents, pupils, governors and visitors) are expected to work towards the school's aims by:

- Providing a stimulating programme of study ensuring that the teaching styles, resources and equipment pupils encounter are varied and challenging, offering opportunities for the highest standard of personal achievement by pupils across the ability range.
- Providing lessons which are prepared, structured and paced to make effective use of the time available.
- Ensuring, through assessment and accurate record keeping, that learning is progressive and continuous.
- Maintaining an up to date knowledge of the curriculum they are delivering.

3.0 Teaching and Learning

We believe that children learn best when they:

- Are interacting during the lesson
- They are encouraged and praised
- Are happy
- Are interested and motivated
- Are given tasks which match their ability
- Are challenged and stimulated but achievable
- Are confident, feel secure and are aware of boundaries

And when:

- Learning is personalised and focuses on the individual's skills, interests and communication needs.

3.1 The Learning Environment

This should be organised to ensure that pupils have the opportunity to:

- Work individually, in groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Develop social skills
- Discuss their ideas
- Develop independence
- Receive support
- Achieve and make progress
- Receive a differentiated approach
- Communicate individually

3.2 Learning takes place in an environment which:

- Is challenging and stimulating
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Provides equal opportunities
- Reflects the differentiated needs of the pupils
- Is welcoming
- Provides a working atmosphere

3.3 Pupils should be encouraged to develop social and independence skills through:

- Appropriate tasks
- Confidence building
- Example

- Co-operation
- Provision of suitable opportunities
- Responsibilities

4.0 Display

Displays in classrooms must include a ‘Golden Words’ board to identify key vocabulary for that half term. Where appropriate displays should use standard text as well as symbols (communicate in print). Displays in classrooms should include ‘working walls’ and images, diagrams, facts and key concepts to support learning.

Displays in corridors should celebrate pupil achievements.

Displays should include work on different aspects of the curriculum and reflect the individual pupil's efforts as well as ability.

All display boards should clearly identify the learning objective(s).

All displays should follow the schools Communication Friendly Spaces approach using neutral and natural backing to reduce visual over-stimulation or overload.

5.0 Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- Clearly understood
- Fair and consistent
- Realistic and positive
- Displayed in the classroom
- Class teams are fully informed
- Stakeholders informed
- Discussed, documented and reviewed in line with the Behaviour policy.

6.0 Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- Verbal or written praise by teachers, peers, Headteacher and parents
- Displays of work
- Opportunities to perform or share
- Encouraging and sharing success
- The awarding of stickers and certificates
- Celebration in assemblies
- End of Year Reports
- Annual review of Education, Health and Care Plan.

6.1 Augmentative and Alternative Communication

What is Augmentative and Alternative Communication (AAC)?

AAC describes methods of communication which can be used by people who find communication difficult. It adds to (augments) or replaces (is an alternative for) spoken communication. AAC also helps understanding, as well as provides a means of expression. Helping pupils to communicate improves their

quality of life. Many of the pupils at Watermill School benefit from AAC and it is an essential part of the curriculum.

At Watermill, we combine a range of alternative methods alongside speech to support inclusive communication for the entire school community. We feel it is vital to a healthy, social, emotional, and Academic development for all our students to feel valued, understood and to be able to interact effectively with all peers and staff. Whilst working closely with outside agencies including speech and language therapists, we also engage with Makaton, picture aided communication using Inprint3, modern technologies and the 'See and learn' programs in Literacy to encourage vocabulary and reading development. The school uses consistent visual structures including now and next boards, visual timetables and picture symbols to organise the child's learning environment and tasks.

6.2 Classroom management

Approaches to Teaching

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be supporting and leading the activities. It is important that Learning Support Assistants (LSA) are clear and well informed about the activities, to be able to lead a small group or individual.

This can be helped by:

- Having well organised and labelled resources
- Learning objectives are made clear
- A good pace is maintained throughout each part of the lesson
- Independence and responsibility is encouraged
- There is a high expectation
- Well planned teaching activities
- Technology is used to support learning across all curriculum areas
- Making sure that LSA's are well informed
- Making pupils aware of routines and structures

6.3 Use of Resources

Classroom resources are the responsibility of class teachers and their teams who ensure that:

- There is a range of appropriate, accessible and labelled resources available for the pupils.
- Pupils are encouraged to act independently as possible in choosing, collecting and returning resources where appropriate.
- Teachers and their teams work together to establish a stimulating, welcoming and well organised environment.

Budgets will be allocated to class teachers to manage and will be reviewed at the end of the financial year. Orders can be processed via the school Business Manager and resources should only be bought from reputable providers. For items that teachers deem to be outside of their classroom budgets they should submit an appropriate application e.g. additional funds bid form, pupil premium or sports premium form. These forms should be sought from the school Business Manager

Items that may be deemed to fall outside of class teacher budgets could include: whole school resources

e.g. kiln, trampoline, technology, specific software / programmes, or link to a pupils EHCP or Care Plan, also specific resources for pupils in receipt of pupil premium or sports premium funding.

Additional spends should be linked to the subject leader action plan and identify where the resources meet the whole school SIDP priorities.

Technology is a major resource, which is used across the curriculum. Every classroom has a range of appropriate equipment and internet access. All teachers have access to a range of technology including but not limited to; class sets of iPads and laptops, Beebots, switches and Eye-Gaze technology. RM currently support resources and maintenance issues. Calls can be logged via the RM Support system.

All pupils have access to the specialist rooms including the hydro-therapy pool, main gym and physiotherapy gym, library, science lab, performance room, art and design technology room and food technology room. Availability is planned via the whole school timetable.

6.4 Time Management

It is important that activities are well planned so that each pupil is working at their most suitable level, that they begin promptly and that the initial pace is maintained.

Efficient planning and classroom organisation will significantly reduce time-wasting activities. The whole school timetable must be followed and all staff must ensure that they arrive on time to all lessons. Appropriate educational learning opportunities need to be provided during lunch time cover. Lessons must start on time with minimal disruption to the class routine and timetable.

6.5 Volunteers/Work Experiences Placements

Volunteers/Work experience placements are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the person fully understands and is well prepared for the activity in which he or she is involved.

6.6 Inclusion

In planning and teaching, teachers will have due regard for the following principles:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning, by planning for differentiation to meet individuals pupils needs

6.7 Assessment

In order to structure the pupils learning it is necessary for the teacher to assess the pupil's present level of development, taking into account any sensory/physical disabilities.

At Watermill School we use the computer programme Insight to record pupil attainment and progress for all pupils accessing a non-accredited, subject specific curriculum. Attainment and progress for pupils who are working outside of a subject specific curriculum and who access Sensory Pathway 1, 2 and 3 and Communication Pathway 1, is recorded using our Stepping Stones Assessment Tool. Pupils accessing Secondary Pathways 2 and 3 follow a curriculum that includes accredited units of work, targets are set at the beginning of the year and progress is tracked throughout the term using an in house tracking tool, most accredited units of work are internally assessed and externally moderated.

Assessments are updated throughout the term, data is analysed termly and appropriate targets are set. It is an expectation that teachers produce a report that details additional strategies and intervention support for underperforming pupils (reports to the Assistant Headteacher with responsibility for Assessment).

Every pupil at Watermill School has an Education Health Care Plan where parents and other stakeholders are invited to discuss the pupil's progress, achievements and future needs annually. Progress is tracked throughout the year and moderated by the Deputy Headteacher with responsibility for EHCP's termly through the school's EHCP outcome tracker. Attainment and progress is also reported to parents and carers via the end of year report.

Please refer to the Assessment, Feedback & Marking Policy for more detail.

7.0 Continuing Professional Development

Continuing Professional Development is central to the improvement of teaching, learning and assessment; our teachers and support staff have a broad programme of CPD throughout the year. All CPD opportunities are evaluated against their aims.

As part of the appraisal cycle teachers and all LSA's are involved. This sets out the person's individual targets and training needs for the year in line with department needs and the SIDP.

All new staff have an induction programme.

This programme of training and development is part of our programme to maintain and improve the teaching and learning within Watermill School.

8.0 Homework

Homework is given if it is appropriate for the pupil and the family.



Assessment, Feedback and Marking Policy

Assessment Feedback and Marking Policy Information		
Policy Author: Emma Harrington Governing Board approval date/date policy is in effect from: September 2014		
Latest Review information:	Summary of amendments	Date of next review:
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Assessment, Feedback and Marking Policy

1.0 Introduction and Rationale

Research indicates that effective questioning, feedback, sharing criteria and pupil self-assessment can result in improved achievement and attainment for children of all ages and abilities. "Successful learning occurs when learners have ownership of their learning; when they understand the goals they are aiming for; when, crucially, they are motivated and have the skills to achieve success." (*Assessment for Learning: Beyond the black box*, Assessment Reform Group, 1999). Research shows that effective feedback can have gains of +8 months. (EEF Toolkit).

At Watermill School, we believe that directed oral comments to children, about their work, along with purposeful marking of the completed product, will form the basis of a dialogue between teachers/practitioners and children, leading to more effective teaching and learning.

2.0 Aims of the Policy

- 2.1 To increase children's motivation, attainment and achievement in all aspects of school life and enable them to make valid contributions.
- 2.2 To enable teachers/practitioners to diagnose children's learning difficulties and identify what children know, understand and can do.
- 2.3 To enable teachers to facilitate children's learning by promoting thinking skills.
- 2.4 To enable teachers to evaluate the effectiveness of their teaching and to plan appropriate future learning experiences.
- 2.5 To meet statutory requirements with regard to reporting to parents on progress, attainment and achievement.

3.0 Objectives regarding assessment and feedback:

- 3.1 To give teachers a framework for providing feedback and next steps / targets in order to support children in their learning and to provide every opportunity for pupils to make progress.
- 3.2 To improve continuity and uniformity in the marking of children's work.
- 3.3 To give children a shared understanding of the marking process and how it can be used to improve the quality of work in the future.
- 3.4 To give parents/carers a shared understanding of the marking process and how it can lead to increased academic success.

4.0 Principles upon which policy and practice regarding assessment and providing feedback are based:

- 4.1 Opportunities for prompt and regular written or oral dialogue between teacher/practitioner and child.

4.2 Teacher/practitioner is clear about the learning objective and success criteria at the beginning of any learning activity.

4.3 Children are clear about the learning objective and success criteria at the beginning of any learning activity.

4.4 Teacher/practitioner provides constructive, positively phrased suggestions about ways in which children can improve their work.

4.5 Teacher/practitioner agreed the next steps/target with the child.

4.6 Teacher/practitioner follows up the agreed targets with the child to measure improvement.

4.7 Teacher/practitioner is selective about aspects of work commented upon (must relate to learning objective / success criteria).

4.8 Teacher/practitioner comments on positive aspects of work.

4.9 Teacher/practitioner recognises effort as well as quality of work.

4.10 Teacher/practitioner uses the information gained from assessment to inform future planning.

4.11 Children are encouraged to comment on their own work before it is marked by an adult.

4.12 Children are given time to act upon feedback given (usually during the same lesson).

4.13 Teacher/practitioner uses appropriate questioning techniques to maximise learning. (Consider 'Blooms Taxonomy')

4.14 Classroom practice is consistent with the overall policy.

5.0 Objectives regarding recording and reporting:

5.1 To provide information for target setting at all levels, including individual and cohort targets.

5.2 To provide accurate information about a child's attainment, progress and learning needs that can be passed on to the next teacher/school.

5.3 To inform the writing of Progress trackers.

5.4 To inform discussion with parents.

5.5 To assist EHC plans and end of year reports.

5.6 To inform subject leaders of any changes required to medium-term plans, schemes of work and curriculum development.

5.7 To enable teachers to evaluate the effectiveness of a variety of teaching strategies.

5.8 To help identify issues for the School Development Plan.

6.0 Implementing the policy with regard to marking and feedback:

- 6.1 Use of symbols to be kept to a minimum; underline words to be corrected; write teacher/practitioner comment to child and ensure comments are positively phrased, identifying next steps. Comments should relate directly to the learning objective, individual target, success criteria and / or assessment criteria.
- 6.2 Learning objective (in 'child speak') and success criteria to be shared with children at the beginning of the lesson (written and displayed if possible) and referred to and revisited throughout the lesson.
- 6.3 Teacher/practitioner provides oral feedback and advice/guidance whilst the work is still in progress (children act on this advice immediately).
- 6.4 Children are given time to check, mark, assess their work against success criteria during the lesson.
- 6.5 Children assess and evaluate own and peer learning and make reflection on progress.
- 6.6 Teacher/practitioner selects work to be 'quality marked' - written comments advice/guidance on completed work.
- 6.7 Teacher/practitioner highlights 2 – 3 aspects of work which fulfil success criteria.
- 6.8 Teacher/practitioner uses prompts e.g. Reminder prompt: How did the boy feel? Scaffolding prompt: What do you think the girl said?
- 6.9 Spellings are only marked and corrected if they are 'target words'.
- 6.10 Teacher/practitioner discusses and agrees appropriate targets with child for English and Maths.

7.0 Implementing the policy with regard to recording and reporting:

- 7.1 Teacher annotates medium and short-term plans and adjusts accordingly.
- 7.2 Teacher records achievement on the Insight assessment tool, at the end of each unit taught for review by the Senior Leadership Team and subject leaders to feed into the target setting process as per the Quality Assurance Framework.
- 7.3 Teacher ensures that Progress trackers are updated termly or more frequently, as necessary, in line with formative and summative assessments.
- 7.4 Teacher/practitioner maintains subject-specific records e.g. sight vocabulary of high frequency words, phonics records, reading age and comprehension scores and ensures that Progress trackers and Care Plans are updated regularly; at least once per half term as per the Quality Assurance Framework.
- 7.5 Teacher/practitioner maintains records linked to commercially produced schemes of work.

7.6 Pupils have the opportunity to contribute towards summary of achievement and setting targets in annual review / EHC plan process.

7.7 Teacher/practitioner completes annual report for parents/carers on the whole school standardised format.

8.0 Principles of Effective Assessment for Learning across all learning hubs

8.1 Effective assessment for learning involves:

8.2 The sharing of learning goals/intentions with pupils.

8.3 Helping pupils to know and recognise the criteria for success.

8.4 Providing evaluative feedback and marking that helps pupils to identify how to improve. Pupils learning self-assessment techniques to discover areas they need to improve.

8.5 The use of effective questioning to assess progress.

8.6 Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement.

8.7 Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

9.0 Principles of Effective Feedback across all learning hubs

Feedback is most effective when;

9.1 It is evaluative.

9.2 Learning is challenging.

9.3 It is developmental.

9.4 It is formative.

9.5 It is encouraging.

9.6 It is acted upon.

9.7 It is part of effective assessment

9.8 It is targeted and specific.

10.0 Principles of Effective Marking across all learning hubs

Effective marking should;

10.1 Be manageable for staff.

10.2 Be positive and motivating and constructive for children.

10.3 Be written at the child's level of comprehension.

10.4 Be evaluative.

10.5 Not penalise children's attempts to expand their vocabulary.

10.6 Be written in handwriting that is legible and a model for the child.

10.7 Be frequent and regular; at least every third piece of work marked in detail and every piece seen.

- 10.8 Allow specific time for the children to read, reflect and respond to marking (as appropriate)
- 10.9 Involve all adults working with children in the classroom.
- 10.10 Give children opportunities to become aware of and reflect on their learning needs.
- 10.11 Give recognition and appropriate praise for achievement.
- 10.12 Give clear strategies for improvement.
- 10.13 Involve children in the same process (whether oral or written) to ensure equity across subjects and abilities.
- 10.14 Provide information for the teacher on the success of the teaching.
- 10.15 Relate to the learning objective / success criteria.
- 10.16 Positively affect the child's progress.

11.0 Procedures

- 11.0 Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- 11.1 Link marking to the learning objective and success criteria.
- 11.2 Refer to and revisit the learning objective and success criteria throughout the lesson; identifying examples of good practice within the classroom.
- 11.3 Link marking to targets (Progress Tracker/PEP/Care Plan) when appropriate.
- 11.4 Acknowledge verbal feedback by writing VF on the work.
- 11.5 Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that an individual should reasonably be expected to know.

12.0 Monitoring and Moderation

Assessment, feedback and marking will be monitored via learning walks and 'book looks' / work scrutiny by the SLT and subject leaders and will form part of the school quality assurance framework. Summative assessments for English and Maths will be recorded on the Insight assessment tool regularly throughout the term by all teachers for all pupils up to KS4 and analysed by SLT. Teachers will ensure that the data sheets for pupils in their class are evaluated and used to inform next steps planning and ensure that progress trackers are written for all pupils performing below the progression guidance target. Phonic, reading age and reading comprehension assessments will be coordinated by our Exams Officer using standardised assessments, for all pupils able to access the baseline assessments. The results will be recorded and analysed by SLT and class summary data sheets will be given to all teachers to review and evaluate impact of provision to inform planning and progress trackers. *Please see Exam Policy for additional information.*

- 12.1 Key focus points for SLT and Subject Leaders when carrying out 'book look' / work scrutiny:**
Understanding – To what extent has the pupil understood the task / the concept or problem to be solved? What level of support is given? What additional resources were given? Are the pupils doing the right work at the right level and do they understand it?
Breadth, depth and challenge – does the new learning build on prior learning? Is the context appropriate? Is it repetitive or does it challenge and extend pupils knowledge and understanding? Are there opportunities to apply and develop skills? Are learning objectives appropriate for the pupil? Are tasks planned effectively?
Marking & Next Steps - How well does the marking identify misconceptions? Does the teacher identify when something is wrong? Does the teacher provide opportunities to extend and develop skills? Does the teacher identify areas of strength and areas to develop? Identify next steps? Are the next steps lateral or vertical? Do the next steps directly relate to the misconception or area of development?

SLT and Subject Leaders should use Blue Sky to record all learning walks. Feedback will be given to the teacher against the following headings:

- 12.2 **Curriculum:** *match to planning, context of learning, logical progression through subject area, breadth and depth of subject coverage, differentiation & challenge.*
- 12.3 **Teaching:** *understanding of pupils' levels and appropriate learning objectives evident, range of teaching approaches used, differentiated resources, high expectations, challenge, teacher subject knowledge and use of support staff.*
- 12.4 **Learning:** *what learning is taking place? What is the objective / target / aim? How are pupils learning? Include examples of good practice. Next steps and impact.*
- 12.5 **Marking and Feedback:** *regularity, identify misconceptions, allows for self-correction, evaluative comments, identify strengths, how to improve, opportunities to extend / correct / solve a problem, follow-up dialogue, next steps, progress made, identify level of support given.*
- 12.6 **Progress:** *evidence of learning, gains in knowledge, skills and understanding, evidence of pupil correction of misconceptions, link to Insight tracking data.*
- 12.7 *Summary of Good practice.*
- 12.8 *Summary of Improvement against previous development points from last work scrutiny.*
- 12.9 *Development points.*
- 12.10 *Key areas for teacher / subject lead to take forward.*
- 12.11 *CPD implications.*

13.0 Moderation

Subject leaders for core subjects will organise moderation meetings termly. Subject leaders will run the sessions and coordinate staff to bring examples of pupils work to the meeting. A standardised format will be used, this can be found on the staff network area.

Subject leaders are encouraged to attend external moderation meetings within their subject area and to initiate any additional CPD, working groups or support with the staff, as necessary, following moderation sessions.

13.1 Retaining Evidence of Moderation:

Evidence from internal, external and outreach, school to school moderation sessions / meetings are to be kept in the central file situated in the Headteacher's office.

Responsibilities:

- 13.1.1 Subject leaders are responsible for ensuring that copies of evidence from internal / external / outreach moderation meetings are collated and filed in the central file.
- 13.1.2 The Exams Officer is responsible for ensuring that copies of external / examination moderation is collated and filed in the central file.

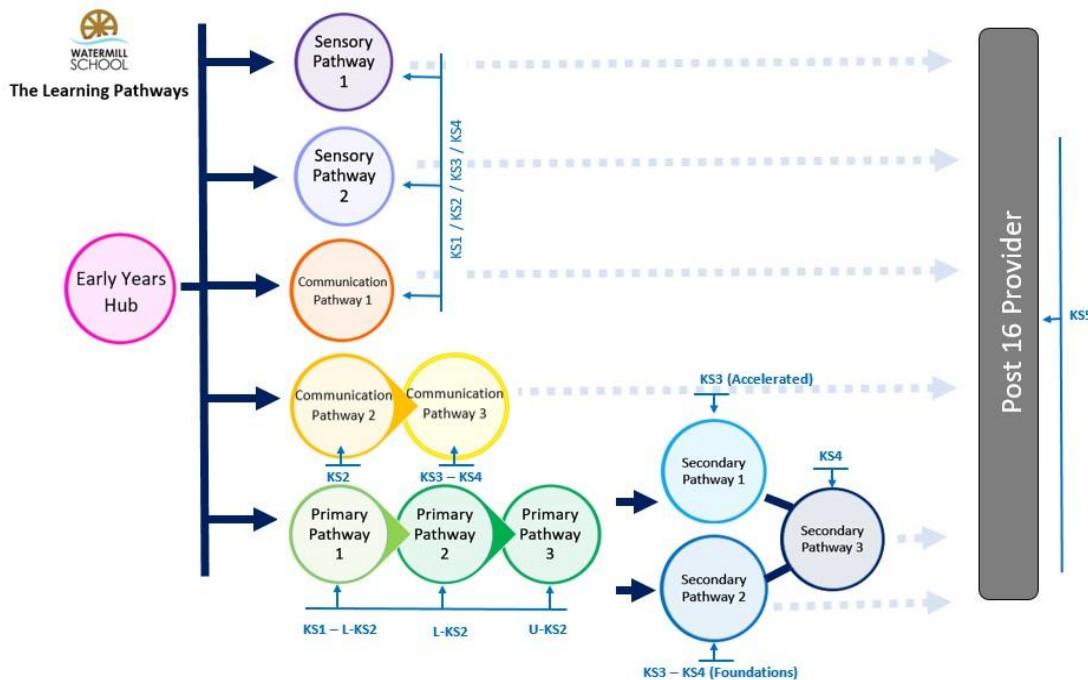
14.0 The Learning Pathways

Watermill School has developed a broad and balanced curriculum offer based on an adapted National Curriculum and is designed to meet the needs of our pupils. We have a structured approach to learning and our spiral curriculum aims to create multiple opportunities for pupils to learn skills, practise and apply them in new contexts over time. We have developed five Learning Pathways, Early Years, Sensory, Communication, Primary and Secondary.

What follows sets out the learning journey for all Learning Pathways:

Graphics 14.1 set out the Learning Pathways journey:

14.1



Graphic (14.3) sets out Watermill School's progress and attainment compared with national expectations 14.3

National	ELG's				National Curriculum Year 1 – 2 (KS1)			National Curriculum Year 3 & 4 (lower KS2)			National Curriculum Year 5 & 6 (upper KS2)		National Curriculum Year 7 to 9 (KS3)		GCSE U – 4 (KS4)	GCSE 4 – 9 (KS4)													
					Entry Level 1			Entry Level 2			Entry Level 3		L 1		L 2														
ASDAN Programmes																													
Entry Level 1																													
Watermill School Comparison	Stepping Stones				Progress Points																								
	1	2	3	4	4	5	6	7	8	9	10	11	12	13															
	Sensory Pathway 1																												
	Sensory Pathway 2																												
	Communication Pathway 1																												
	Early Years Hub																												
					Communication Pathway 2																								
					Communication Pathway 3																								
					Primary Pathway 1																								
					Primary Pathway 2																								
								Primary Pathway 3																					
											Secondary Pathway 1 (Accelerated)																		
								Secondary Pathway 2 (Foundations)			Secondary Pathway 3																		

14.4 Formalised Modes of Assessment Feedback and Marking across Watermill School

Following a series of whole school working groups to share and record best practice in the areas of assessment, feedback and marking across the diverse range of needs at Watermill School; the table below has been devised to outline the codes to be used when assessing, marking and giving feedback.

Assessment, Feedback and Marking Codes	
PP	Physical Prompt
C	Collaborative work
I	Independent Work
S	Supported by an adult

14.5 The image below shows and example of the whole school assessment label. The coloured circles represent the different stages towards meeting the success criteria; Red – Not achieved, Yellow – Working Towards and Green – Achieved, Blue – Experiencing (for Sensory and Communication cohorts):

Name:		Date:	Initial:
Subject:	LO:		
Success Criteria:		Level of Support	
		O O O	I C S PP
		O O O	I C S PP
		O O O	I C S PP
		O O O	I C S PP

Assessment labels should be used to assess progress for a single piece of work and/or a series of connected lessons.

Dates should reflect a series of connected lessons with 'to and from' dates.

Please visit the school website to see the Learning Pathways in more detail and to view curriculum maps and skills progression maps.



Reading and Phonics Policy

Reading and Phonics Policy Information			
Policy Author: Jen Lomas Governing Board approval date/date policy is in effect from: September 2022			
Latest Review information:		Summary of amendments	Date of next review:
Date: September 23 Name of reviewer/s: J Lomas	Reviewed		September 24

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- 9.0 Roles
- 10.0 Appendices

Reading and Phonics Policy

1.0 Introduction

Reading is a complex skill with many components. At Watermill school we believe that successful teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning, and that when planning the development of reading skills individual needs must be taken into account. As a school we focus on the importance of laying firm foundations in this crucial area of the curriculum and apply a consistent, whole school and cross curricular approach to the teaching of reading.

2.0 Aims

The school aims:

- To develop happy, healthy and curious learners who read confidently and independently.
- To begin to develop lifelong enjoyment and pleasure in reading.
- To enable children to access all areas of the curriculum.
- To use knowledge of structured synthetic phonics to develop connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language.
- To enable children to access, understand and begin to manage information. .
- To begin to understand and respond to the feelings that words can arouse in us such as happiness, sadness, anger.
- To develop understanding of, and increase, vocabulary
- To promote cultural capital via reading by **providing and exposing our pupils to a range of texts**, from different genres, that have been written by authors from a wide range of backgrounds.

Where appropriate every week each child will be engaged in:

- Planned speaking, listening, reading and writing activities which allow them to explore and practice their early reading skills, phonic knowledge, blending and segmenting skills.
- Opportunities to develop pre reading and reading skills independently.
- Regular individual or group reading based on Rapid Phonics and then Rapid Reading Scheme.
- Regular systematic teaching of structured synthetic phonics based on Rapid Phonics scheme
- Shared reading/guided reading and/or writing led by the teacher to demonstrate reading and writing strategies in a meaningful way.
- Regular opportunities to visit the school library and to read for pleasure; exploring texts that the pupils have chosen or listening to a class novel.

3.0 Range

Pupils are given the opportunities to develop knowledge, skills and understanding through the following:

- ✓ Rapid Phonics Synthetic Phonics scheme
- ✓ Rapid Reading Scheme designed to support SEN intervention

Literature:

- stories and poems with familiar settings and those based on imaginary or fantasy worlds
- stories, plays and poems by significant children's authors
- retellings of traditional folk & fairy stories

- stories and poems from a range of cultures
- stories, plays and poems with patterned & predictable language
- stories and poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread.

Non-fiction and non-literary texts:

- print and ICT-based information texts;
- Dictionaries, encyclopaedias & other reference materials.
- Letters and diaries

Text:

- interactive white board resources; software and websites
- Purple Mash books linked to topics
- Active Primary read at home
- big books
- newspapers and magazines
- Reading books grouped into stages linked to reading age -core scheme Rapid Reading and Phonics books.
- library books organised into fiction and non-fiction
- Class reading area books.
- Communication in print symbols

4.0 Reading and Phonics Schemes

At Watermill School we use Rapid Phonics Scheme.

Rapid Phonics is an intervention program. It includes 56 decodable and age-appropriate fiction and nonfiction readers and eBooks as well as helpful teaching guides. It includes Snappy lessons which focus on the teaching of reading and spelling.

Build confidence and help students read accurately, quickly and with expression.

Key features:

- Clear sequencing of phonemes/graphemes
- Dyslexia-friendly fonts
- Repetition of the target phoneme/grapheme
- Inclusion of tricky words
- Continuous text

Rapid Reading Scheme

The scheme promotes reading based on reading age of 5 years and 0 months up to 9 years and 11months.

Rapid Reading is a Literacy intervention for struggling readers and pupils with special educational needs. The scheme is designed to improve student confidence. The books have dyslexia friendly fonts. The scheme is supplemented by electronic books on Active Learn Primary so that pupils can read with their parents at home or independently in school. The scheme develops confidence in using inference skills.

5.0 Contexts for Reading

Print in the Environment

Pupils should be encouraged to note print around them. Classroom notices should be discussed and produced together. These should generally take the form of the most appropriate approach for the class group taking into account their reading ability for example pictures, symbols, phrases, sentences and individual words. Key vocabulary should be displayed in the classroom using text and symbols from Inprint 3.

All classrooms for pupils with SLD/MLD should have designated reading areas. Class libraries should be well organised with a wide selection of fiction, non-fiction and poetry books. Classes should also have letter displays and high frequency word-walls where this is appropriate.

All classes should have key vocabulary for lessons across the curriculum on display; using Inprint 3 and images where appropriate. These 'Golden Words' will be chosen by the class lead depending on the pupils' needs and abilities. They will then be explored and referred to every lesson for individual subjects.

Other augmentative resources used for specific intervention

See and Learn Resources

Some of the pupils at the school are designated as having profound and multiple needs or complex communication and sensory needs. Many present as non-verbal or with very limited vocabulary. In many cases these pupils struggle to initially access books or phonics scheme. These pupils do access teaching of Rapid Phonics scheme but in addition access See and Learn resources which include photographic cards and simple photographic books. As the pupils begin to establish simple phonics knowledge and begin to understand book layout, they can begin to access the Rapid Phonics Reading Scheme.

Communication in Print -Symbolic Communication

Due to the special educational needs of our pupils we augment their communication and understanding through the use of symbolic communication. Some pupils will use printed symbols to enhance their understanding. Some pupils may choose a symbol to relate their everyday needs – for example they may choose a snack or pick up a symbols requesting a toilet break.

Makaton

Some pupils will use a signed augmentative communication such as Makaton to either extend their understanding or make their everyday needs known.

6.0 Reading and Phonics Provision

Early Years

- Early reading and phonics are delivered in both a sensory approach and more formal approach depending on the individual's needs and starting point when entering school. Phonics lessons and reading take place on a daily basis
- After baseline assessment has taken place some pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Pupils access

phonics lessons and decodable readers through our Rapid Phonics Scheme. Some pupils may begin to access lessons to segment graphemes

- We offer sensory phonics for children within the pre-verbal developmental stage, linked with songs related to one specific letter sound, leading to play with adult support reinforcing the letter sounds as the children explore. Children are encouraged to repeat one specific sound, to listen to an adult speaking or singing. The teaching for these pupils is still within discrete phonics sessions and follows the format of the Rapid Phonics Scheme

Sensory Pathways

Pre-reading and phonics are delivered mainly through a sensory approach, a more formal approach may be used dependent on the individual needs although this would be unusual. Phonics lessons and reading take place up to 3 times a week.

We offer sensory phonics for students within the pre-verbal development stage, this is linked with songs related to one specific letter sound. Classroom activities are set up to support the specific letter which encourage student to play and explore, during play an adult will reinforce the letter sound and students are encouraged to repeat and listen. The teaching for these students is still within discrete phonics sessions and the order is the same as Rapid Phonics.

A majority of students are assessed through Stepping stones under the area of learning communication, some pupils however, after phonics baseline assessment has taken place, will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words.

Communication Pathways

Communication Pathway 1

- Pre-reading and phonics are delivered in a sensory approach. Phonics lessons and reading take place three days each week. Depending upon the needs of the pupils they may access in small groups for up to 10 minutes or may access on a 1-1 basis for a few minutes.
- After baseline assessment within Stepping stones, pupils will access a range of exploratory and sensory stories.
- The majority of pupils continue to work within the pre-verbal developmental stage with some pupils making sounds or using symbolic communication or Makaton to make their needs known. Staff may link phonics work with songs related to one specific letter sound, leading to play with adult support to reinforcing the letter sounds as the children explore. Children are encouraged to repeat one specific sound, to listen to an adult speaking or singing.

Communication Pathway 2

- Pre-reading and phonics are delivered in both a sensory manner and more formal approach depending on the individual's needs. Phonics lessons and reading take place three days each week
- After baseline assessment has taken place some pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Some pupils access phonics lessons and decodable readers through our Rapid Phonics Scheme. Some pupils may begin to access lessons to segment graphemes
- Where appropriate we offer sensory phonics for pupils linked with songs and objects of reference related to one specific letter sound, leading to play with adult support reinforcing the letter sounds as the children explore. Children are encouraged to repeat one specific sound, to listen to an adult speaking or singing. The teaching for these pupils is still within discrete phonics sessions and follows the format of the Rapid Phonics Scheme

Communication Pathway 3

- Pre-reading and phonics are delivered in both a sensory manner and more formal approach depending on the individual's needs. Phonics lessons and reading take place three days each week.
- After baseline assessment has taken place some pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Some pupils access phonics lessons and decodable readers through our Rapid Phonics Scheme. Some of these pupils can identify the sounds within the alphabet but still struggle to blend. Some pupils may begin to access lessons to segment graphemes
- Where appropriate we offer sensory phonics stage, linked with songs related to one specific letter sound with adult support reinforcing the letter sounds as the children explore. Children are encouraged to repeat one specific sound, to listen to an adult speaking or singing. The teaching for these pupils is still within discrete phonics sessions and follows the format of the Rapid Phonics Scheme.

Primary Pathways

Primary Pathway 1 and 2

- Pre-reading and phonics are delivered in both a sensory approach and more formal approach depending on the individual's needs. Phonics lessons and reading take place three days each week.
- After baseline assessment has taken place some pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Some pupils access phonics lessons and decodable readers through our Rapid Phonics Scheme. Some pupils will be able to extend their knowledge of phonics to begin to segment words so that they can develop spelling skills
- We offer sensory phonics for children within the pre-verbal developmental stage, linked with songs related to one specific letter sound, leading to play with adult support reinforcing the letter sounds as the children explore. Children are encouraged to repeat one specific sound, to listen to an adult speaking or singing. The teaching for these pupils is still within discrete phonics sessions and follows the format of the Rapid Phonics Scheme

Primary Pathway 3

- Phonics is delivered in a formal approach. Phonics lessons and reading take place five days each week in 20 minute sessions.
- After baseline assessment has taken place, pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Some pupils access phonics lessons and decodable readers through our Rapid Phonics Scheme. Pupils access lessons in segmenting graphemes. Some pupils will still need additional support through the use of Communication in print Symbols.
- Some pupils will be secure in their phonetic reading and spelling. These pupils will access Rapid Reading Scheme. Their level will be based on their Salford Reading Test age. Pupils will further develop comprehension and inference skills. Pupils will focus on spellings from the Year 2 requirements or occasionally the Year 3 4 statutory requirements.

Secondary Pathways

Secondary Pathway 1

- Phonics is delivered in a formal approach. Phonics lessons and reading take place three days each week.
- After baseline assessment has taken place, pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Some pupils access phonics reading and spelling lessons and decodable readers through our Rapid Phonics Scheme.
 - Some pupils will be secure in their phonetic reading and spelling. These pupils will access Rapid Reading Scheme. Their reading book level will be based on their Salford Reading Test age. Pupils will further develop comprehension and inference skills. Pupils will focus on spellings from the Statutory Y3 4 spelling lists.

Secondary Pathway 2

- Phonics is delivered in a formal approach. Phonics lessons and reading in the environment take place four days each week.
- After baseline assessment has taken place, some pupils will access lessons to develop knowledge of vowel and consonant phonemes, blending and common exception words. Some pupils access phonics lessons and decodable readers through our Rapid Phonics Scheme. Pupils access lessons in segmenting graphemes
- Some pupils will access reading within the environment. They will be developing their awareness of functional level of reading and writing. They will access a range of resources to support reading in the environment.

Secondary Pathway 3

- The majority of pupils in Secondary Pathway 3 do not access phonics lessons. They may still access a reading book from the Rapid Reading scheme if appropriate and many make free choices as readers. Occasionally a pupil will be identified as needing additional support to develop their phonetic awareness and this will then be taught on a personalised basis using Rapid Phonics. Pupils follow the expected reading and spelling levels of the Functional Skills Entry Level program.

7.0 Reading across the Curriculum

Reading is encouraged and supported throughout each subject and text based resources are included and signposted in subject unit plans. Within the Primary Pathway and Sensory and Communication Pathways many of the units are introduced through a story. Golden words relating to either specific subjects or everyday needs are used throughout the school and displayed within each classroom.

8.0 Assessment:

There is a series of assessments linked to Rapid Phonics and a benchmarking reading test in Rapid Reading that teachers should use to plan a pupil's reading progression. For younger or lower ability pathway classes, a simplified assessment will be used. Assessments will take place to initially group pupils and assist classroom staff to identify when they have achieved all elements of one phase and are ready to move on to the next phase. Assessments will be carried out twice yearly and results will be kept in the child's individual reading record. This record will also include recordings and evidence of phonics / reading

sessions. It is the responsibility of the class teacher to manage the reading folders and complete ongoing Clifton E-Mag assessments for each child.

Reading age standardised tests are undertaken twice yearly. The test used is the Salford reading age test, this provides a comprehension and decoding age. This data is recorded in individual pupil reading folders and is the responsibility of class teachers to refer to this when planning and delivery sequences of reading and phonics sessions. This is monitored by the English lead. The Salford Reading ages provide the basis for the starting point for a pupil on Rapid Reading Scheme (see Appendix 1).

9.0 Roles

The Role of the English Lead

The English lead is responsible for:

- Co-ordinating reading throughout the school including broad coverage of all reading skills
- Ensuring fidelity to the chosen synthetics phonics scheme
- Analyse data on reading ages and progression and offer advice on any pupils who fail to make expected progress in their reading.
- Liaising closely with senior leaders in the school and governors to ensure that they are up to date with any developments in Reading including pupil outcomes.
- Ensuring effective moderation of reading is in place
- Monitor the teaching and learning of Reading through learning walks, observations and book scrutiny
- Ensure teacher skills and knowledge of teaching reading is developed through training.

Role of the Class Teacher

- To aim to develop reading skills with pupils.
- To promote reading throughout the curriculum
- To ensure fidelity, where appropriate, to the phonics scheme
- To plan differentiated reading/ phonics sessions.
- To develop and update skills, knowledge and understanding of reading.
- To identify CPD needs in reading and take advantage of training opportunities.
- To keep appropriate on-going records relevant to the abilities of the pupils, including individual pupil reading records.
- To plan effectively for reading, liaising with the English co-ordinator and or SLT when necessary.
- To inform parents of pupils' progress, achievements and attainment.
- To analyse progress data in conjunction with English co-ordinator and suggest interventions where appropriate.

10.0 Appendices:

DFE Reading Framework 2021

Rapid Phonics Teaching Programme

Rapid Reading Teaching Programme



Examinations Policy

Exams Policy Information		
Policy Author: Government Document, Helen Clayton Governing Board approval date/date policy is in effect from: September 2021		
Date: September 2023 Name of reviewer/s: H Clayton/A Clellow		
Reviewed policy and format		September 2024

Contents

- The centre exams policy
- Responsibilities
- Data Protection
- Qualifications
- Exam series and timetables
- Entries, entry details and late entries
- Exam fees
- Recognition of Prior Learning
- Equality Legislation Access arrangements / Access to Fair Assessment
- Estimated grades
- Managing invigilators
- Internal Verification / Moderation
- Conflicts of Interest
- Malpractice
- Documentation Retention & Secure Storage
- Exam Days & Emergency Evacuation Plan
- Exam Contingency Plan
- Candidates
- Learner ID
- Special Consideration
- Internal Assessments and Appeal Procedure
- Results
- Enquiries about results
- Certificates

Reviewed and amended on September 2023 by Helen Clayton (Exam's officer)
The policy is next due for review **September 2024**

Examinations Policy

The purpose of this exams policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exams policy will be reviewed every *year*

The exams policy will be reviewed by the *exams officer*.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The head of centre:

- has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams officer¹:

- manages the administration of *internal exams and external exams*
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams. All learners should be registered for within 1 month of starting the new academic year and in line with examining bodies' registration deadlines.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Subject teachers are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

- Verifying that the learners are being entered for the correct unit by the exams officer.
- Verifying that the RACS have been completed correctly with the correct qualification and level being selected before uploading.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the exams officer.

The **Deputy Head** is responsible for:

- identification and arranging the testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- processing any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

The Exams Officer or person appointed by the Exams Officer is responsible for:

- assisting in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

Data Protection

Watermill School, as the Data Controller, will comply with its obligations under the GDPR (General Data Protection Regulation) and DPA (Data Protection Act). The school is committed to being concise, clear and transparent about how it obtains and uses personal information and will ensure data subjects are aware of their rights under the legislation. All staff must have a general understanding of the law and understand how it may affect their decisions in order to make an informed judgement about how information is gathered, used and ultimately deleted.

The Principles

The principles set out in the GDPR must be adhered to when processing personal data:

1. Personal data must be processed lawfully, fairly and in a transparent manner (**lawfulness, fairness and transparency**)
2. Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes (**purpose limitation**)
3. Personal data shall be adequate, relevant and limited to what is necessary in relation to the purpose(s) for which they are processed (**data minimisation**)
4. Personal data shall be accurate and where necessary kept up to date and every reasonable step must be taken to ensure that personal data that are inaccurate are erased or rectified without delay (**accuracy**).
5. Personal data shall be kept in a form which permits identification of data subjects for no longer than is necessary for the purpose for which the personal data is processed (**storage limitation**)

Data minimisation

Personal data must be adequate, relevant and limited to what is necessary in relation to the purposes for which it is processed.

The School maintains a Retention Schedule to ensure personal data is deleted after a reasonable time for the purpose for which it was being held, unless a law requires such data to be kept for a minimum time. Staff must take all reasonable steps to destroy or delete all personal data that is held in its systems when it is no longer required.

Qualifications offered

The qualifications offered at this centre are decided by the teachers.

The types of qualifications offered are *Functional Skills, Entry Level Certificate, Entry Pathways Qualifications, Life Skills Qualifications (Independent Living, Towards independence), Development & Employability Skills*

Decisions on whether a candidate should be entered for a particular subject will be taken by *the teachers*.

Exam series

External exams and assessments are scheduled in *January and June*.

Internal exams are held under external exam conditions.

The *teachers, in liaison with the Exams Officer, decides* which exam series are used in the centre.

Entries, entry details and late entries

Entry deadlines are circulated to teachers via *email*

Functional skills retakes are allowed

Re-sit decisions will be made by *teachers in consultation with the Exams Officer*

Exam fees

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exams series.

Functional skills entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the *centre*.

Re-sit fees are paid by the *centre*.

Recognition of Prior Learning

Evidence can be drawn from various aspects of a learner's prior learning including, but not exclusively:

- education and training
- work experience activities
- community or voluntary activities
- previous accreditations of qualifications

Any appropriate assessment methodology may be used in the Recognition of Prior Learning Process.

Provided that the assessment requirements of a specific unit or qualification have been met, the use of RPL is acceptable for use towards the accreditation of a single unit, units or a whole qualification, although the latter will be untypical of the use of the process as it would be very unusual for a learner to be able to offer prior achievement that totally matches every aspect of a qualification's assessment requirements.

Any evidence submitted for the Recognition of Prior Learning must be;

- Valid
- Reliable
- Current
- Authentic

All evidence must be evaluated using the stipulated learning outcomes and assessment criteria in the unit, units or qualification being claimed. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcomes and related assessment criteria. Watermill School therefore must have personnel with the appropriate expertise and knowledge to undertake this. If there is any doubt as to the evidence, the assessor may use questions to check understanding, and may ask for the demonstration of skills to check competence. Where evidence is assessed and found to be only sufficient to cover one or more learning outcomes, or to meet partially the requirements of any learning outcomes, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates.

Rooming for access arrangement candidates will be arranged by the *Exams Officer*.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the *Exams Officer*, requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the *Exams Officer*.

Access arrangements / Access to Fair Assessment

The **subject teachers** will inform the Exams officer of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement or reasonable adjustment is determined by the *teachers*.

Reasonable Adjustments may include, but are not limited to:

- allowing a learner extra time to complete the assessment activity.
- adapting assessment materials, such as providing materials in Braille.
- Providing assistance during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic learner.
- Changing the assessment method, for example from a written assessment to a spoken assessment.
- Using assistive technology, such as screen reading or voice activated software.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of *Deputy Head Teacher*.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the *Exams Officer*.

Estimated grades

Subject teachers are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

External staff will not be used to invigilate examinations.

Internal Verification / Moderation

Watermill School will ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open

- accurate and detailed records are kept of internal moderation decisions
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors
- create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

Conflicts of Interest

1. Watermill School will take all reasonable steps to avoid any part of the assessment and internal verification of candidate's work being undertaken by any person who has a personal interest in the result of the assessment.
2. In the event that a conflict of interest is identified in advance and cannot be avoided, the relevant awarding body will be informed as early as possible.
3. In the event that a conflict of interest is identified after it has taken place, the relevant awarding body will be informed and wherever possible the work will be re-assessed, and/or verified by an independent assessor and/or verifier.
4. In the event that there is a connection between any learner and awarding body External Verifier, Watermill School will inform the relevant awarding body as early as possible.

Should a conflict of interest between a member of staff and a candidate be identified before or during an assessment or examination Watermill School will either:

1. Replace the assessor/invigilator with another suitable member of staff
2. Move the candidate to another assessment or examination room
3. Allocate an additional assessor or invigilator to the group
4. If none of the above is possible and there are no other opportunities for the candidate to be assessed or examined, they will be allowed to take the examination or assessment and the circumstances will be reported to the relevant awarding body.

Malpractice

The head of centre in consultation with *Exams Officer* is responsible for investigating suspected malpractice.

Documentation Retention & Secure Storage

Watermill School stores confidential materials delivered to the centre in the locked safe in the Exams cupboard inside the main School Office. Only allocated staff are key holders and have access to this cupboard.

Materials taken from or returned to secure storage throughout the exam period remains confidential. The Exams Officer receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements

The Exams Officer retains all unused question papers/scripts in secure storage until the end of the exam season, after which papers can be issued to subject teachers for use as teaching aids.

Where exam papers are downloaded from an Exam provider's website, they are not downloaded until the day before the exam takes place. They are photocopied and stored in a sealed envelope inside a locked cupboard in the office of the exams officer until the morning of the exam. This office is securely locked at all times when not occupied. Following completion, papers are marked by the assessor

internally or are kept in secure locked cupboard in the exams officer's office until posted to external markers /moderators.

The following information will be kept for a minimum of 7 years following date of certification;

- a) Learner name.
- b) NOCN learner number or ULN.
- c) Learner contact address and telephone number.
- d) Regulator reference and title of the qualification the learner was registered on.
- e) Date of the qualification achievement.
- f) Grade of the qualification (if applicable)

Along with details of the unit achievement including;

- a) The name and regulator reference number of the unit achieved.
- b) The name of the Tutor/Trainer and Assessor for the unit.
- c) The name of the IQA (if sampled).
- d) The date the unit was judged as achieved within the Centre.
- e) Grade of the unit (if applicable)

The following will also be kept for a minimum of 3 years;

- a) Records of the assessment plan and assessment decisions for each learner, including the details of who assessed, what was assessed (learning outcome reference and assessment criteria), where it was assessed and the date the assessment decision was made.
- b) Details of all examinations conducted and their results.
- c) Synoptic Practical Assignments completed including any evidence generated.
- d) Records of progress/assessment criteria measured in guided learning hours (GLH) and total qualification time (TQT).
- e) A record of any exemption/Recognition of Prior Learning (RPL) used.
- f) The assessment methods used for each unit/component.
- g) Locations of where supporting evidence was gathered and stored at the time of assessment.
- h) Assessment reviews.

Records of internal quality assurance activity including:

- a) Details of the sample selected and internal quality assurance strategy.
- b) Internal quality assurance details including the assessment decisions verified, the name of the IQA and the date the verification took place.
- c) Records of internal quality assurance standardisation meetings.
- d) Records of Assessor support meetings and/or query resolution records.
- e) All completed declaration of authenticities.

Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The *invigilators* will start and finish all exams in accordance with JCQ guidelines.

Subject staff *may* be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to teachers in accordance with JCQ's recommendations and no later than *one* hour after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Exams Contingency Plan

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Watermill School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”

Following are the causes of potential disruption to the exam process:-

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- **Planning**
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- **Entries**
- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred
- **Pre-exams**

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- **Exam time**
- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods e.g.
 - very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required to awarding bodies
- **Results and post-results**
- access to examination results affecting the distribution of results to candidates

Centre actions:

- Deputy Head Teacher would take on responsibilities of Exams Officer if necessary.

2. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of

the plan Key tasks not

undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
- *candidates not being entered for exams/assessments or being entered late*
- *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- Long term cover is organised
- The deputy head arranges short-term cover.
- Deputy Head Teacher has overall responsibility to ensure exam entries and coursework are submitted on time with support from exams officer;

3. Exam rooms - lack of appropriate rooms or main venue unavailable at short notice

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions:

- Design of school ensures that at least one room will be available to hold exams;
- the Conference Room can be used as an exams room

4. Failure of IT systems

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*

Centre actions:

- In emergency, could input entries from home

5. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre actions:

- Head of Centre and SLT to decide which Years are kept off school, with the minimum disruption for Years involved in external exams.
- Staff able to come into school will support the students in school

6. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- Contact Boards involved for advice/special considerations.

7. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Contact Boards involved as soon as possible for guidance;

8. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- System in place registering receipt of exam papers by date: exam office to contact Boards if papers not received by a week before the exam;
- Facility to print exam papers from Exam Boards secure websites within the Exams Office and securely store as normal.

9. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Reception inform exams office of any delay in collection on daily basis;
- Exams office to contact Parcelforce immediately if not collected daily;
- As last resort, exams office and members if SLT could physically take exam script bags to Post Office; Exams officer to inform relevant Boards of breakdown in collection service.

10. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- Exams office/ head of centre/relevant teacher to contact Board immediately in this event;
- Exams office to provide forms required to be submitted to Boards;
- Head of centre to be informed and involved;
- Parents/carers informed of outcome as appropriate.

Emergency evacuation procedure for examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

Candidates

A formal briefing session for candidates may be given by the teachers and invigilator.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the invigilator.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The *Exams Officer* is responsible for handling late or absent candidates on exam day.

Learner Identification

A Candidate's Unique Learner Number (ULN), allocated by the Learning Records Service, offers candidates the facility to participate in exams and assessments set by the Awarding Bodies. As Watermill School has only relatively few candidates each exam series, the ULN is easily matched to the pupils' records retrievable from the school system.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's *admin staff* to that effect.

Internal assessment and Appeals Procedure for Controlled Assessments

It is the duty of heads of department to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer *will* assist by keeping a record of each dispatch, including the recipient details and the date sent.

Marks for all internally assessed work are provided to the exams officer by the *teachers*. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the following procedure:

Watermill School is committed to promoting quality, consistency, accuracy and fairness in assessment and thus in awarding. We aim to ensure that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification for each subject;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

This policy details the policy regarding appeals by students relating to internal assessment/ controlled assessment decisions made by the School and submitted to awarding bodies. It outlines how appeals may be made to the School regarding the procedures followed but does not cover the actual marks or grades submitted by the School to the awarding body. Any concerns about the procedures used in assessing internally marked work for public exams (e.g. coursework / portfolio / projects / performance) should be discussed with the subject teacher in the first instance then the Head Teacher if necessary. If this fails to resolve the concerns, these should be brought to the attention of the Examinations Officer as soon as possible. Each awarding body specifies detailed criteria for the internal assessment of work. After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work and the final judgement on marks awarded lies with the awarding body. This is outside the control of the School and is not covered by this internal appeals policy.

Internal Appeals Policy

Introduction

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy and have open access to it. It is in line with each of the awarding bodies used by Watermill School. All tutors are made aware of these policies and how to access them in order that students can be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Policy Statement

All students at Watermill School have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision, they should follow the following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the centre to be able to appeal against a result.

- The Examinations Officer manages the appeals process
- A written appeal must be received by the Examinations Officer no more than 14 days after the deadline for coursework marks to be sent to the relevant awarding body. The appeal must state the details of the complaint and the reasons for the appeal. All supporting evidence should be included with the appeals notice
- An enquiry into the internal assessment will be conducted by the Examinations Officer, Head Teacher and a member of the Senior Leadership Team unless any has been directly involved in the original internal assessment process. The panel will include a review of the procedures used by the School to award marks for internal/controlled assessment and will consider whether the procedures conform to the published requirements of the awarding body. This will be undertaken within 14 days.
- Wherever possible, appeals will be considered and resolved by the date of the last externally assessed paper of the examination series. Any difficulties in meeting this deadline will be raised with the awarding body.
- The teacher making the assessment will be asked to respond to the appeal in writing and a copy will be sent to the appellant;
- The Examinations Officer will convey the outcome of the appeal and clear reasons for the outcome in writing to the appellant within 5 working days of the final decision. Any changes made to the assessment of the candidate's work and any steps taken to further protect the interest of the candidates at the School will be confirmed.
- Candidates will be able to gain access to:-
 - the breakdown of marks awarded to them for an internal assessment,

- all comments recorded by the School relating to their internally assessed work, any relevant communications with the awarding body,
- information if available at the time of the appeal as to whether the work was sampled by the awarding body,
- the moderated mark given by the awarding body if known,
- relevant awarding body procedures for the conduct of internal assessment.

- The School will maintain a written record of all appeals and subsequent decisions. The awarding bodies will be informed of any change to an internally assessed mark as a result of an appeal, of any implications for the conduct of the examination or for the issue of results at the School. Full details of any appeal will be available to the awarding body on request.

Results

Candidates will be contacted on results day:

- *in person or by telephone if they have taken a GCSE*
- *by post to their home address if specifically requested*
- *for all other qualifications, results will be forwarded to them in person at their post-16 placement by the post-16 co-ordinator.*

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the *centre*

All decisions on whether to make an application for an EAR will be made by the teacher in liaison with the Exams Officer.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Certificates

Candidates will receive their certificates

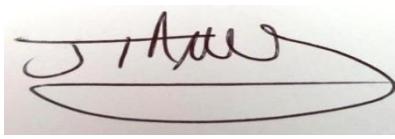
- *in person at the centre at the Leavers' Presentation Evening*
- *at the following post-16 place of study / work via the post-16 co-ordinator*

The centre retains certificates for 2 years if they were not presented, delivered or collected.

A new certificate will not be issued by an awarding organisation. A transcript of *result* may be issued.

Retention of papers and coursework.

- All coursework and exam papers which have been sampled are to be kept for 3 years. After this they are to be shredded in line with GDPR regulations.



Jonathon May
Head Teacher

Head of centre Exams officer:



Helen Clayton
Assistant Head Teacher
Date 15th September 2023.



Calculation Policy

Calculation Policy Information		
Policy Author: Natalie Williams Governing Board approval date/date policy is in effect from: September 2021		
Latest Review information:	Summary of amendments	Date of next review:
Date: September 23 Name of reviewer/s: N Williams	Reviewed	September 24

Contents

- 1.0 Curriculum Statement
- 2.0 Addition
- 3.0 Subtraction
- 4.0 Multiplication
- 5.0 Division

Calculation Policy

Curriculum Statement:

At Watermill School, maths is an important element of every child's learning journey. Throughout the school, as well as having maths as a stand-alone subject, opportunities in other subjects are always used to include maths across the curriculum, making it as real-life and as engaging as possible for all our pupils.

Our pupils will experience a wide range of maths concepts including aspects of Number, Measurement (length, mass and capacity), Geometry (shape, position and direction), Everyday Maths/Problem Solving and Data Handling. Pupils will experience varied levels of these concepts in our different pathways in school.

At Watermill School, we are aware that our pupils all learn in different ways and we ensure that we use a range of appropriate methods, resources and apparatus to support and aid our pupils' learning.

Our vision for maths here at Watermill School is that we strive for our pupils to enjoy maths and experience it through practical, fun and real-life experiences in and out of the classroom, with a focus on everyday maths by applying their knowledge and skills to develop a deeper and more thorough conceptual learning of the maths curriculum.

Using the Concrete-Pictorial-Abstract Approach:

Children develop an understanding of a mathematical concept through the three steps of: concrete, pictorial and abstract approach.

Reinforcement, embedding and mastery is achieved by revisiting and using a mixture of these representations.

Concrete Representation:

This is the first step in a child's learning. The child is introduced to an idea or skill by acting it out with real objects. This is a 'hands on' approach using real 'concrete' objects and it is the foundation for conceptual understanding.

Pictorial Representation:

Once the child has sufficiently understood the 'hands on' experience, they can progress to pictorial representations, such as pictures or diagrams drawn

Abstract Representation:

This is the third step in a child's learning. The child should now be capable of representing problems by using mathematical notation, for example: $12 \div 2 = 6$

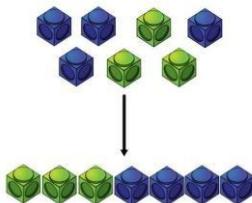
Resources and materials: At Watermill we have a range of resources available to help to support our pupils. These include: counting objects and sets, Numicon, multilink, counters, number fans, hundred squares, dice, number lines, ten frames, Ten Town plus many more.

Calculation policy: Addition

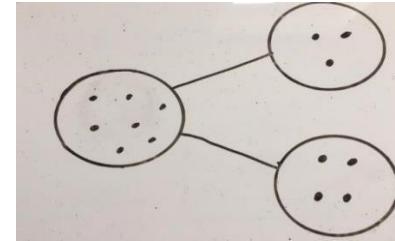
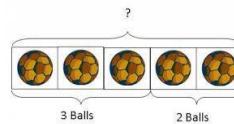
Key language: sum, total, parts and wholes, plus, add, altogether, more, 'is equal to' 'is the same as'.

Concrete	Pictorial	Abstract
<p>Counting one to one correspondence Counting objects that can be moved. Objects can be placed into a line and counted using one to one correspondence.</p>  <p>How many dinosaurs? They can be placed into a line or moved to the side etc.</p> <p>Counting the holes in the Numicon shapes</p> 	 <p>Count pictures or photographs.</p>	
<p>Counting using the Singapore Bar</p> <p>Place objects into a Singapore Bar moving one object at a time.</p>  <p>Pupils use their finger or tolerate hand over hand to point to the objects as they/ an adult counts</p>		

Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).

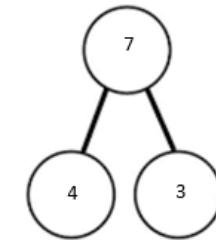


Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.

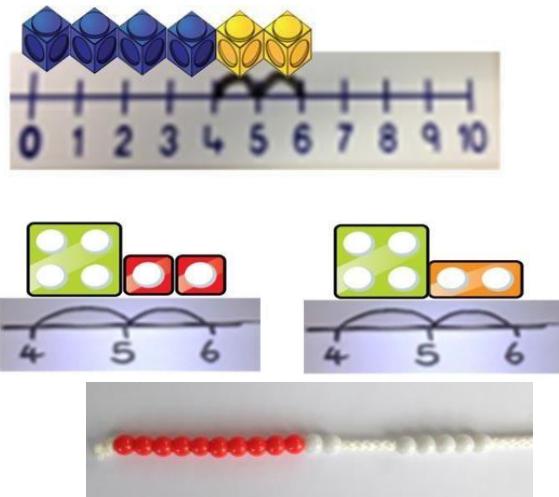


$$4 + 3 = 7$$

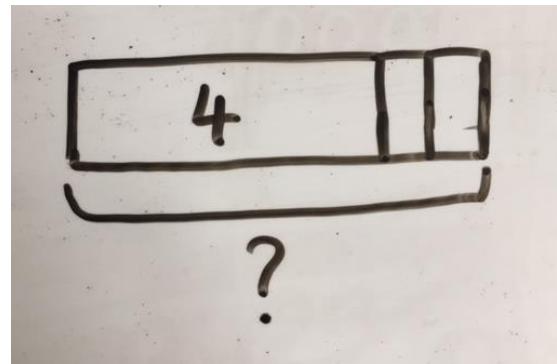
Four is a part, 3 is a part and the whole is seven.



Counting on using number lines using cubes or Numicon.



A bar model which encourages the children to count on, rather than count all.

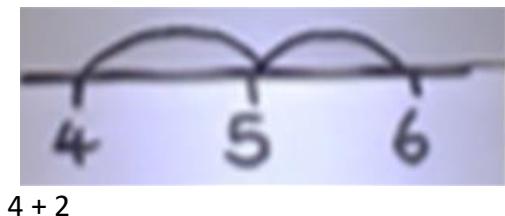


The abstract number line:

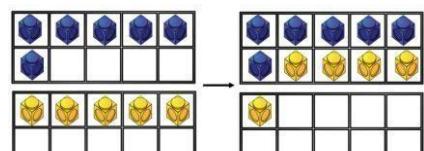
What is 2 more than 4?

What is the sum of 2 and 4?

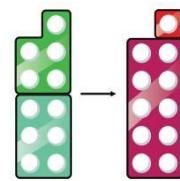
What is the total of 4 and 2?



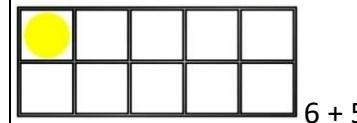
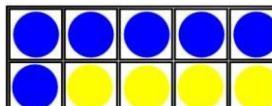
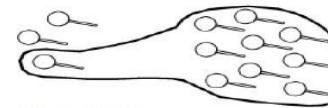
Regrouping to make 10; using ten frames and counters/cubes or using Numicon.



$$6 + 5$$



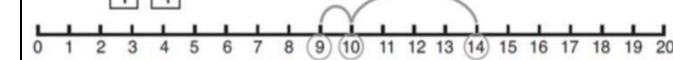
Children to draw the ten frame and counters/cubes.



$$6 + 5$$

Children to develop an understanding of equality e.g.

$$9 + 5 = 14$$

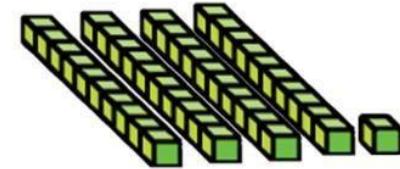


$$6 + \square = 11$$

$$6 + 5 = 5 + \square$$

$$6 + 5 = \square + 4$$

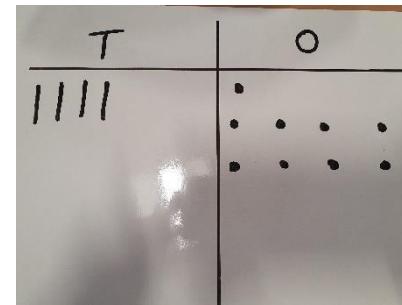
TO + O using base 10. Continue to develop understanding of partitioning and place value.



$$41 + 8$$



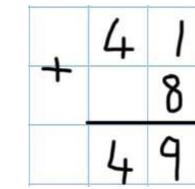
Children to represent the base 10 as lines for tens and dots for ones.



$$41 + 8$$

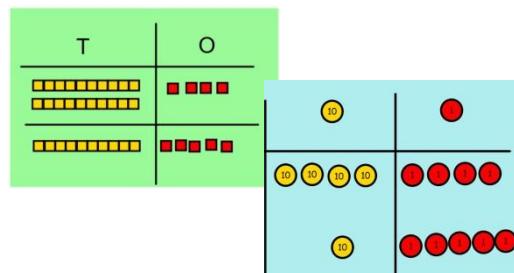
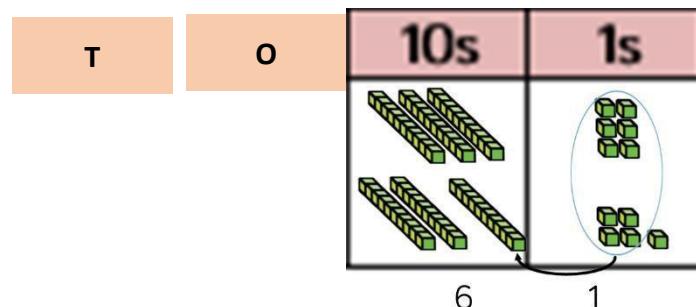
$$1 + 8 = 9$$

$$40 + 9 = 49$$



TO + TO using base 10. Continue to develop understanding of partitioning and place value.

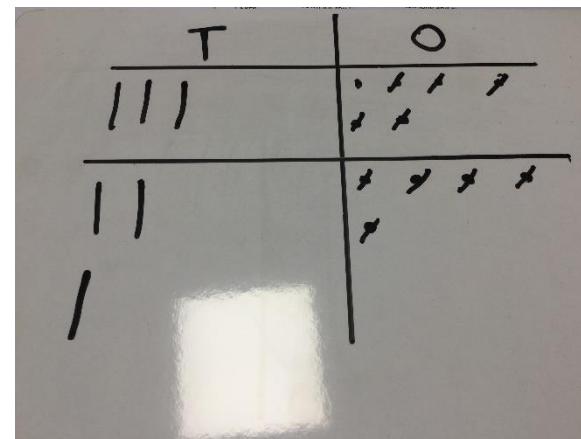
$$36 + 25$$



Use of place value counters to add **HTO + TO**, **HTO + HTO** etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.



Children to represent the base 10 in a place value chart.



Looking for ways to make 10.

$$\begin{array}{r}
 36 + 25 = \\
 1 \quad \quad \quad 5 \\
 \hline
 36
 \end{array}
 \quad
 \begin{array}{l}
 30 + 20 = 50 \\
 5 + 5 = 10 \\
 50 + 10 + 1 = 61
 \end{array}$$

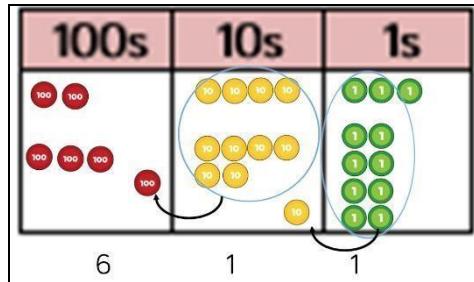
Formal method:

$$\begin{array}{r}
 +25 \\
 \hline
 61
 \end{array}
 \quad
 \begin{array}{r}
 1
 \end{array}$$

Children to represent the counters in a place value chart.

$$\begin{array}{r}
 20 + 5 \\
 40 + 8 \\
 \hline
 60 + 13 = 73
 \end{array}$$

$$\begin{array}{r}
 243 \\
 +368 \\
 \hline
 611
 \end{array}
 \quad
 \begin{array}{r}
 1 \quad 1
 \end{array}$$



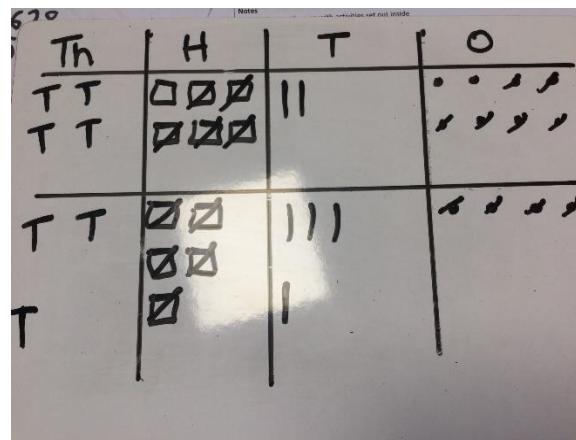
Calculation policy: Subtraction

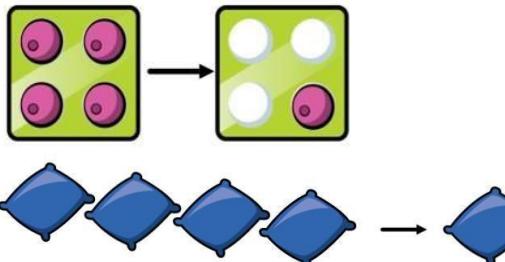
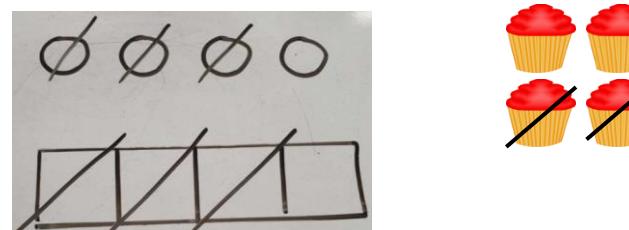
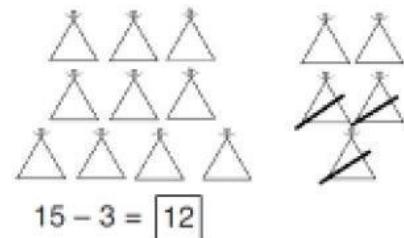
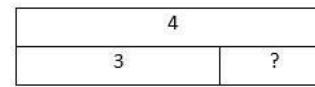
Key language: take away, less than, difference between, subtract, fewer, decrease.

$$4628 + 2534 = 7162$$



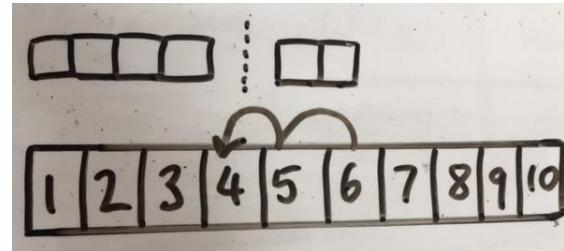
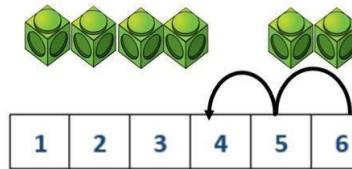
$$\begin{array}{r} 4628 \\ + 2534 \\ \hline 7162 \end{array}$$



Concrete	Pictorial	Abstract
<p>Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used).</p> <p>$4 - 3 = 1$</p> 	<p>Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used.</p>  	<p>$4 - 3 =$</p> <p>$\boxed{4 - 3}$</p>  <p>$18 - 3 = 15$</p> <p>$8 - 2 = 6$</p>

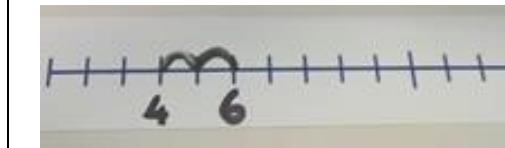
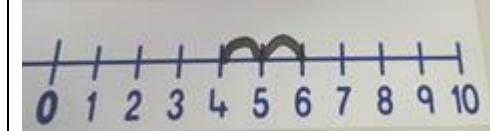
Counting back (using number lines or number tracks)
children start with 6 and count back 2.

$$6 - 2 = 4$$



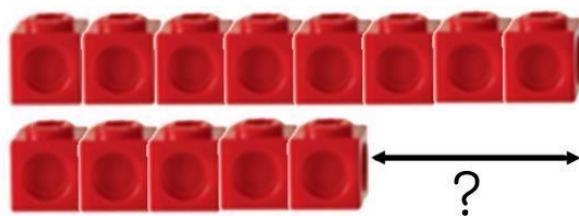
Children to represent what they see pictorially e.g.

Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line

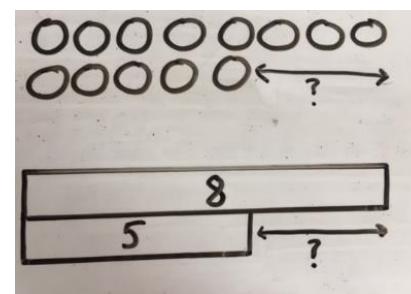


Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used).

Calculate the difference between 8 and 5.



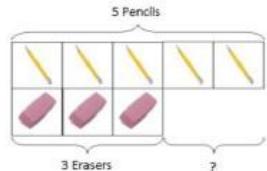
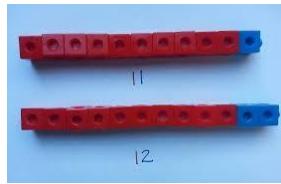
Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate.



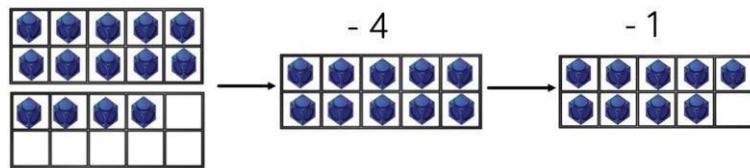
Find the difference between 8 and 5.

8 - 5, the difference is

Children to explore why $9 - 6 = 8 - 5 = 7 - 4$ have the same difference.

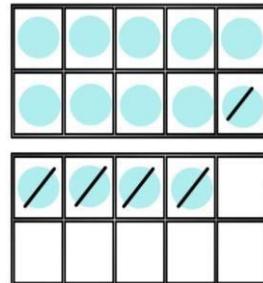


Making 10 using ten frames.



$$14 - 5$$

Children to present the ten frame pictorially and discuss what they did to make 10.



Children to show how they can make 10 by partitioning the subtrahend.

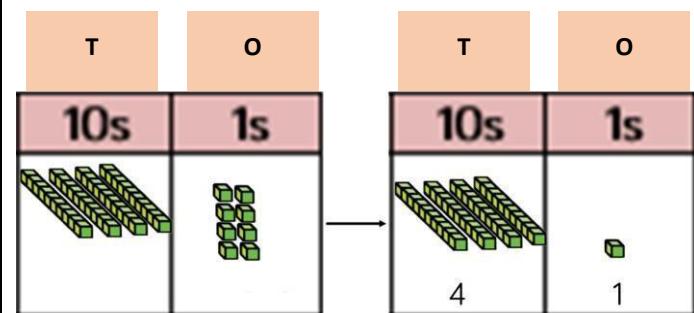
$$14 - 5 = 9$$

4 1

$$14 - 4 = 10$$

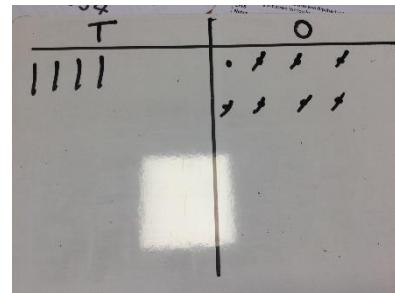
$$10 - 1 = 9$$

Column method using base 10.



48-7

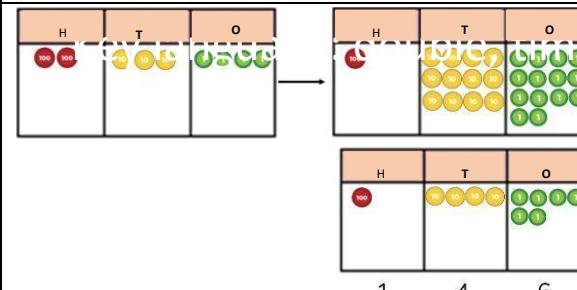
Children to represent the base 10 pictorially.



Column method or children could count back 7.

$$\begin{array}{r}
 48 \\
 - 7 \\
 \hline
 41
 \end{array}$$

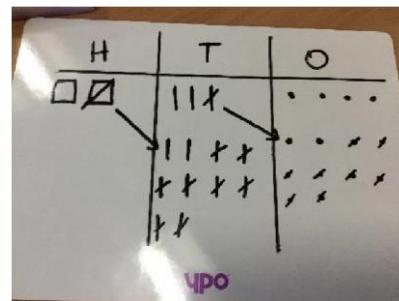
Calculation policy: Multiplication



234 - 88

Column method using place value counters.

Represent the place value counters pictorially. Children do not need to use the arrow to show exchanging but it may help to begin with.



Formal column method. Children must understand what has

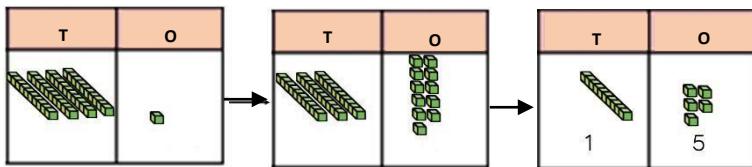
$$\begin{array}{r}
 234 \\
 - 88 \\
 \hline
 6
 \end{array}$$

happened when they have crossed out digits.

Calculation policy: Multiplication

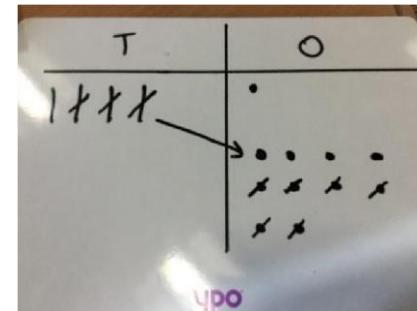
Key language: double, times, multiplied by, the product of, groups of, lots of, equal groups

Column method using base 10 and having to exchange.



$$41 - 26$$

Represent the base 10 pictorially. Children do not need to use the arrow to show exchanging but it may help to begin with.



Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because $41 = 30 + 11$.

A formal column method subtraction diagram showing 341 minus 26 equals 15. The diagram is a subtraction frame with the numbers 341 and 26 in the top row, and 15 in the bottom row. The tens column shows a subtraction of 4 from 3, with a red line through the 3 and a 1 written above the 4, indicating borrowing. The ones column shows a subtraction of 6 from 11, with a 1 written above the 1 and a 5 written in the ones column of the result.

Concrete

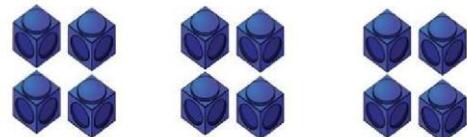
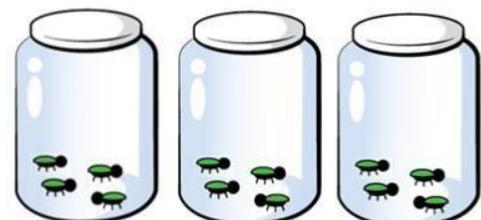
Pictorial

Abstract

Repeated grouping/repeated addition

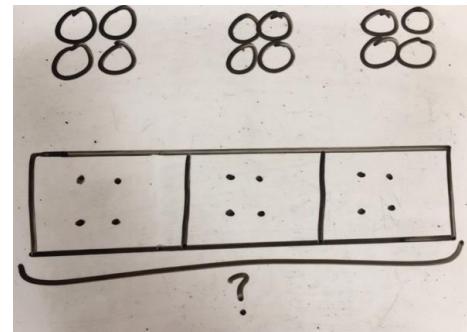
$$3 \times 4$$

$$4 + 4 + 4$$



There are 3 equal groups, with 4 in each group.

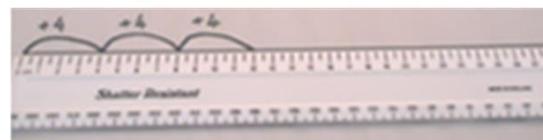
Children to represent the practical resources in a picture and use a bar model.



$$3 \times 4 = 12$$

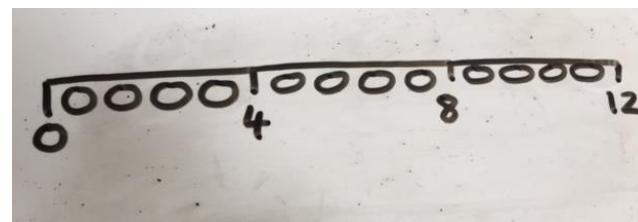
$$4 + 4 + 4 = 12$$

Number lines to show repeated groups-



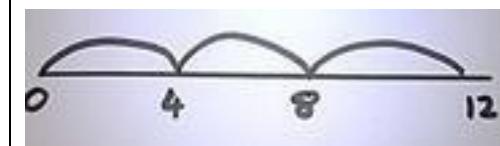
$$3 \times 4$$

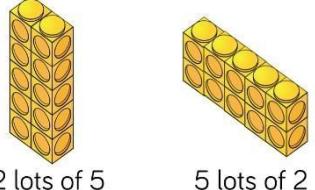
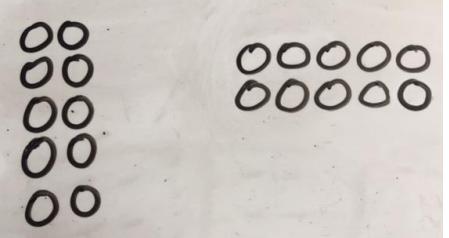
Represent this pictorially alongside a number line
e.g.:

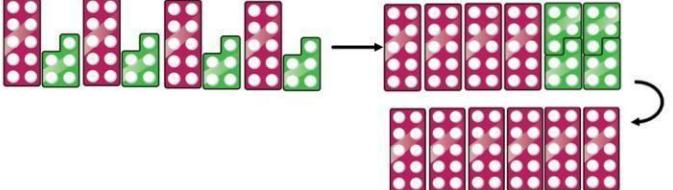
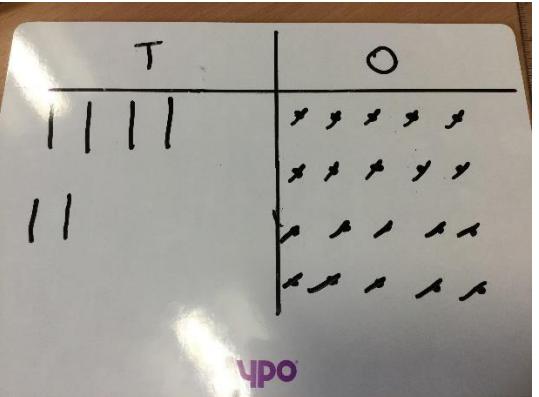
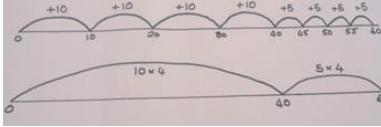


Abstract number line showing three jumps of four.

$$3 \times 4 = 12$$



<p>Use arrays to illustrate commutativity counters and other objects can also be used.</p> $2 \times 5 = 5 \times 2$ 	<p>Children to represent the arrays pictorially.</p> 	<p>Children to be able to use an array to write a range of calculations e.g.</p> $10 = 2 \times 5$ $5 \times 2 = 10$ $2 + 2 + 2 + 2 + 2 = 10$ $10 = 5 + 5$
--	--	--

<p>Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4×15</p> 	<p>Children to represent the concrete manipulatives pictorially.</p> 	<p>Children to be encouraged to show the steps they have taken.</p> <p>4×15</p> <p>$10 \times 4 = 40$ $5 \times 4 = 20$ $40 + 20 = 60$</p> <p>A number line can also be used</p> 
<p>Formal column method with place value counters (base 10 can also be used.) 3×23</p>	<p>Children to represent the counters pictorially.</p>	<p>Children to record what it is they are doing to show understanding. $3 \times 23 = 3 \times 20 = 60$</p>

T	o
10s	1s
6	9

T	o
11	...
11	...
11	...

$$\begin{array}{r}
 \begin{array}{c} \diagup \\ 20 \end{array} \quad \begin{array}{c} \diagdown \\ 3 \end{array} \quad \begin{array}{c} 3 \times 3 = 9 \\ 60 + 9 = 69 \end{array}
 \end{array}$$

$$\begin{array}{r}
 23 \\
 \times 3 \\
 \hline
 69
 \end{array}$$

Formal column method with place value counters. 6×23

H	T	o
100s	10s	1s

↓

H	T	o
1	3	8
100s	10s	1s

Children to represent the counters/base 10, pictorially e.g. the image below.

H	T	o
11
11

dpd

$$\begin{array}{r}
 6 \times 23 = \\
 23 \\
 \times 6 \\
 \hline
 138
 \end{array}$$

Formal written method

Calculation policy: Division

Key language: share, group, divide, divided by, half.

When children start to multiply 3d \times 3d and 4d \times 2d etc., they should be confident with the abstract:

To get 744 children have solved 6×124 .

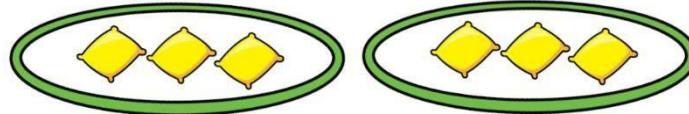
To get 2480 they have solved 20×124 .

$$\begin{array}{r} 1 & 2 & 4 \\ \times & 2 & 6 \\ \hline 7 & 4 & 4 \\ 1 & 2 & 0 \\ \hline 2 & 4 & 8 & 0 \\ 3 & 2 & 2 & 4 \\ \hline 1 & 1 \end{array}$$

Answer: 3224

Concrete

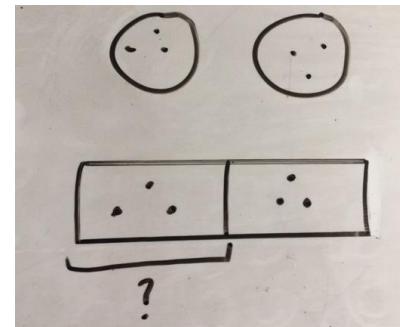
Sharing using a range of objects. 6



$\div 2$

Pictorial

Represent the sharing pictorially.

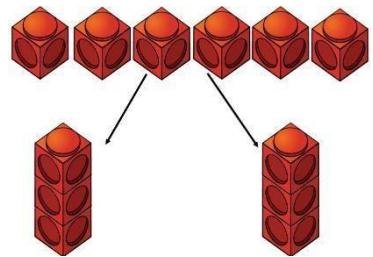


Abstract

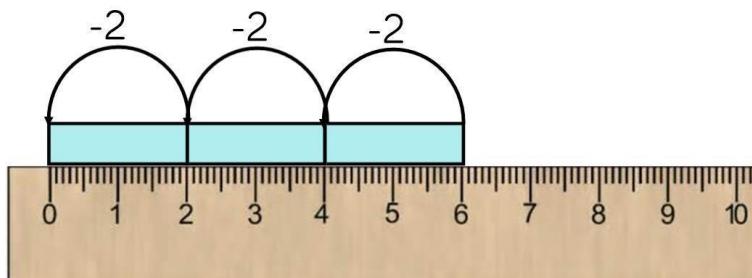
$$\begin{array}{|c|c|} \hline 3 & 3 \\ \hline \end{array}$$

$$6 \div 2 = 3$$

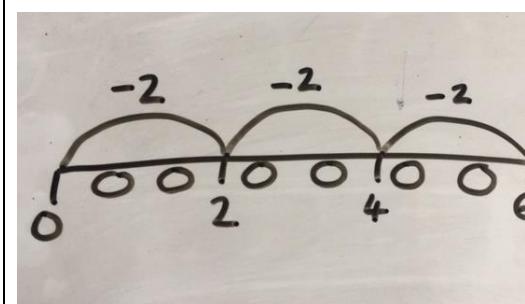
Children should also be encouraged to use their 2 times tables facts.



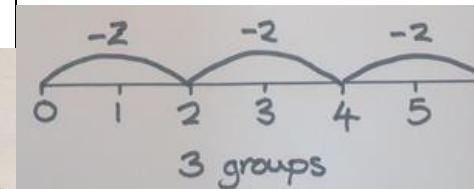
Repeated subtraction using Cuisenaire rods above a ruler. $6 \div 2$



Children to represent repeated subtraction pictorially.



Abstract number line to

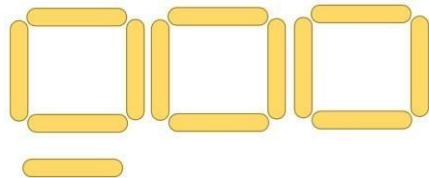


represent the equal groups that have been subtracted.

2d ÷ 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used.

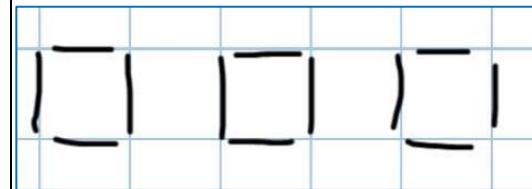
$$13 \div 4$$

Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.



There are 3 whole squares, with 1 left over.

Children to represent the lollipop sticks

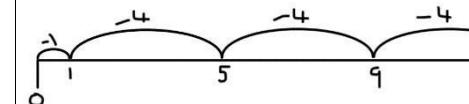


pictorially.

There are 3 whole squares, with 1 left over.

$$13 \div 4 = 3 \text{ remainder } 1$$

Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line.



'3 groups of 4, with 1 left over'

Sharing using place value counters. $42 \div 3 = 14$

Children to represent the place value counters pictorially.

Children to be able to make sense of the place value counters and write calculations to show the process.

$$\begin{aligned}
 42 \div 3 &= 14 \\
 42 &= 30 + 12 \\
 30 \div 3 &= 10 \\
 12 \div 3 &= 4 \\
 10 + 4 &= 14
 \end{aligned}$$

T O T O

T O T O

W W W W G G

10s	1s



10s	1s
W	
W	
W	

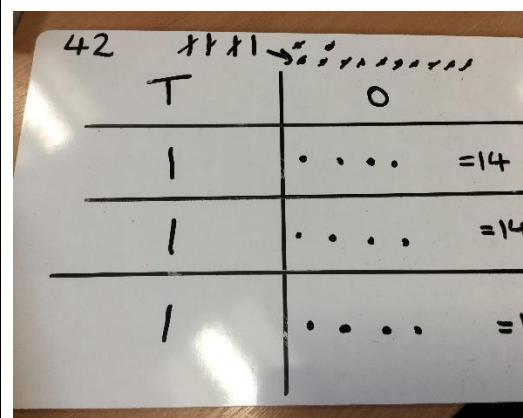
W W G

= 14

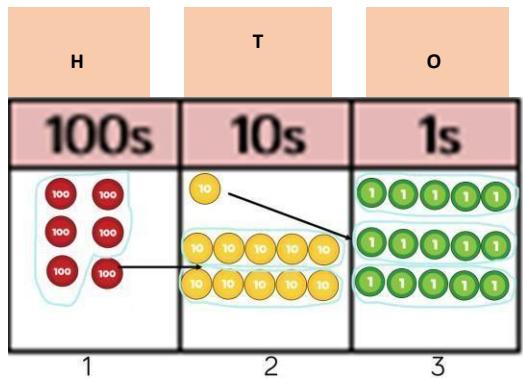
10s	1s
W	W W W W
W	W W W W
W	W W W W

= 14

10s	1s
W	W W W W
W	W W W W
W	W W W W



Short division using place value counters to group.
 $615 \div 5$



Make 615 with place value counters.

How many groups of 5 hundreds can you make with 6 hundred counters?

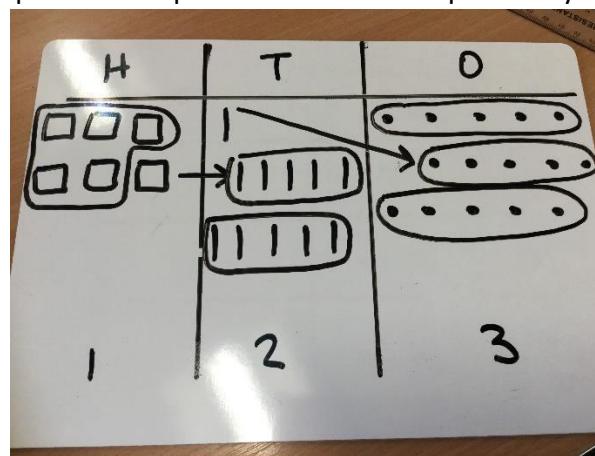
Exchange 1 hundred for 10 tens.

How many groups of 5 tens can you make with 11 ten counters?

Exchange 1 ten for 10 ones.

How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.

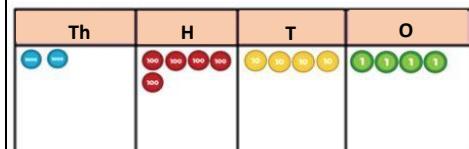


Children to the calculation using the short division scaffold.

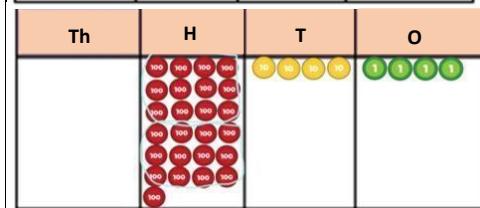
$$5 \overline{)615}^{11}$$

Long division using place value counters 2544

÷ 12

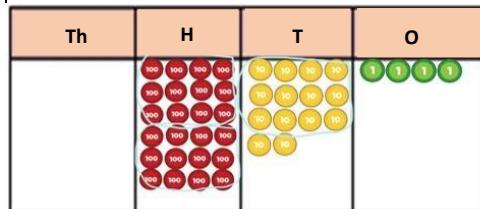


We can't group 2 thousands into groups of 12 so will exchange them.



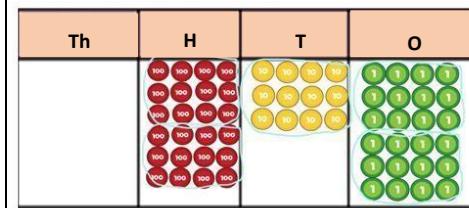
We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$12 \overline{)2544} \begin{matrix} 0 \\ 2 \\ 24 \\ 1 \end{matrix}$$



After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$12 \overline{)2544} \begin{matrix} 0 \\ 2 \\ 24 \\ 14 \\ 12 \\ 2 \end{matrix}$$



After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

$$12 \overline{)2544} \begin{matrix} 0 \\ 2 \\ 24 \\ 14 \\ 12 \\ 24 \\ 24 \\ 0 \end{matrix}$$