



Teaching, Learning and Assessment Policy

**William Reynolds Primary School and
Nursery**

February 2018

To reviewed by February 2020

Information Page

These documents are referred to or link to this policy

School Vision

Assessment Leaflet for parents/ carers

Marking and Feedback Policy

SEND Policy

Nurture Policy

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to all subject areas

Staff Appraisal Policy

Foundation Stage Policy

Subject policies e.g Art, Music, PE

Schemes of work e.g Comprehension, Spelling, Grammar, genre guides, Calculation and Shape

Collated data grids for each class and cohort

Termly Raising Attainment Plan

Annual Monitoring Cycle

Governors' Pupil Premium Grant Action plan

Introduction

"We believe that there is no sense of tension between high standards and exciting learning....."

(Excellence and Enjoyment" - a strategy for primary schools)

This policy reflects:

- our whole school vision
- the ongoing changes and developments that are being made to improve the way in which we work in school.
- the **Intensive Support Programme** to improve teaching and learning and to accelerate outcomes for pupils in reading, writing and mathematics.

The school uses a range of tools to identify the outcomes from monitoring teaching, learning and assessment to develop a termly Raising Attainment Plan (RAP) that prioritises areas for development through Continual Professional Development (CPD).

Aims

This policy aims to clarify for all practitioners the school's expectations in provision and practice, for planning, monitoring and evaluating the effectiveness of teaching and learning and methods of assessment in order to improve outcomes for all pupils.

Rationale

At William Reynolds Primary School and Nursery we believe that adults and children are all learners and that learning is a life long process that takes place when:

- there is an acknowledgement and understanding that parents/carers are the first and most enduring educators of their children
- there is a clear context to support a learning dialogue
- learning is given time and planned within consistent policy and practice frameworks
- the learner is actively involved in real life situations that give learning a clear purpose
- prior achievements are recognised and new achievements celebrated
- planning recognises that children learn in different ways
- the next steps in learning build upon what the learner experiences, knows and understands
- pupils are given opportunities to independently use and apply the skills they have learnt across a range of subject areas
- a clear pedagogy of learning through observing, questioning, modelling and demonstrating that offer children support and **challenge**.
- pupils are given opportunities with an element of **choice** in order to lead their own learning
- learners work **collaboratively**, independent of the teacher to achieve outcomes

- learners are not afraid to make mistakes and are encouraged to learn from them.

Creating the conditions for learning

The main elements in creating the conditions for learning include:-

- the development of positive relationships
- developing pupils' positive attitudes to learning
- pupils understanding how they learn (metacognition)
- clear, consistent and communicated planning for learning so that pupils understand where they are in their learning and next steps
- a consistent approach to ways of working across the school that builds on pupils prior learning
- an enabling learning environment which is well resourced

These elements operate at a whole school level, within and around the classroom (including the play ground) and at a group and individual level.

If we are successful in creating the right conditions for learning children will:

- use their initiative
- have a positive self image as learners
- organise their learning for themselves
- make choices, interpret information, ask key questions and hypothesise
- set their own success criteria and goals
- collaborate and negotiate with others
- positively listen and value each others opinions
- have a purpose for their learning and know how it equips them for life in the broadest sense

Displays and Learning Walls are updated on a regular basis and relate to the current curriculum targets and units of work being taught. They are interactive to model, demonstrate and support good practice, relate to the curriculum targets identified for each half term (see Appendix A - learning walls displays) and celebrate pupils' achievements.

Relationships

Positive working relationships are established when:

- everyone is treated with kindness and respect
- individuals with different needs are recognised
- everyone is treated fairly
- an emotional environment is created that is welcoming, safe and where children can take risks
- children are motivated, inspired, engaged and challenged as learners
- achievements are celebrated
- a nurturing curriculum exists that builds self-esteem and encourages pupils to value each other as learners

- a learning community is established that raises aspirations for life long learning
- teaching is conducted in an atmosphere of trust and respect for all

The medium term planning for all curriculum areas shows explicit links to Social, Moral, Cultural and Spiritual aspects of learning to offer a shared language to support pupils in preparing for life in modern Britain. The Secrets of Success programme is used to build positive attitudes to learning.

Quality first teaching

Key features of outstanding teaching, learning and assessment

Teachers

- demonstrate deep knowledge and understanding of the subjects they teach. supported by the subject leaders and policies linked to that subject area
- use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.
- provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Pupils

- love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Parents

- are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

The impact of teaching, learning and assessment is monitored on a regular basis. Staff receive verbal and written feedback on strengths and areas for development and use this to create an individual action plan with clear timescales.

Planning for effective learning and teaching

Curriculum maps set out the areas of the curriculum to be taught over the year and are reviewed annually. Subject leaders are aware of developments in their subject in order to lead their subject and adjust documentation in line with KS2, KS1 and Foundation Stage requirements. The units of work link through different subject areas with practical experiences to stimulate pupils' development. They indicate where visitors are invited into school or where visits are planned to take children out into the community. Governors plan the budget to support these visits and visitors.

The programmes of study for literacy and mathematics are planned and taught with opportunities for pupils to use and apply those skills, knowledge and understanding linked to other subject areas.

Medium term plans identify the progression in key skills and the ways in which different subject areas are developed across the term and how links can be made between subject areas. These are supported by The Early Years Foundation Stage and Primary framework and National Curriculum.

Schemes of work have been developed for a range of subject areas for literacy these include **Comprehension** in reading, **Handwriting, Spelling, Grammar and Genre Guides** schemes, in mathematics the **Calculation Scheme of work and Progression guides** support staff in developing agreed methods. Medium term plans document explicit links to Social, Moral, Spiritual and Cultural aspects of learning develop pupils' awareness. Subject policies for Foundation subjects supports teachers' planning.

Short term planning is completed for literacy and mathematics on a weekly basis. Utilising the medium term plans, it sequences a series of lessons with identified learning objectives and success criteria and shows how these support pupils in working toward national standards. Teachers also plan in assessment for learning opportunities (AFL) and use developmental questioning to check on, consolidate and extend learning.

Planning teams meet weekly during Planning, Preparation and Assessment (PPA) time to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week.

Teachers plan for the most effective use of additional adults from the outset of the lesson. This may be to support individual or group discussions or to pre-tutor a group of pupils. Support can be within or beyond the classroom.

Curriculum mats

Curriculum mats have been developed for reading, writing, mathematics and science. These set out the expectations for pupils and support them in knowing what they need to be able to do to achieve national standard and greater depth with these subject areas. These are used by pupils and teachers within the lesson.

Progress within a Lesson

During the lesson introduction or before the independent session there will be a discussion about the **learning objective, context, genre or links to other subject areas**. Teachers will introduce how the work links to pupils working toward the national standard and greater depth using the curriculum mats. Teachers remind pupils how the learning objective is linked to their curriculum targets.

An **Assessment for Learning (AFL)** opportunity, pitched at national standard, is used so that the teacher questions and observes the pupils in order to assess their understanding. Sometimes the AFL is recorded in the pupils' books.

This gives an indication of their understanding, which is used to shape the next steps in learning and teaching and to adapt the teaching in terms of what needs to be modelled for the pupils or to challenge misconceptions.

The teacher will summarise what they have observed and feedback to the pupils any issues they noticed. Teachers might challenge some pupils' understanding or use pupils' responses as examples. This gives some time for the pupils to reflect on their own response. From what has been observed, teachers may regroup the pupils.

Open ended questions encourage pupils to give extended answers to explain their understanding and to develop reasoning skills. These can be used to encourage pupils to explain and share strategies in mathematics or offer a view point.

Adults target their questions to develop a "No Hands up" approach to gaining responses from pupils.

Any pupils who demonstrate that they can achieve the AFL are **moved on to the next level of challenge**. They are supported by the teaching assistant as the teacher model the new learning for the other pupils.

The task is explained and the adults or the children will summarise and agree the key points to remember, these are the **success criteria** that support the pupils in understanding how they can be successful in achieving the learning objective. The success criteria may be teacher given or child agreed. Pupils can develop their own success criteria at the beginning, during the lesson at the end of a lesson ready for the next day. Success criteria should **relate to the learning objective**. They can be developed for aspects of learning such as working collaboratively or linked to the curriculum target and should reflect the knowledge, conceptual understanding and skills. In literacy these skills will include links to spelling and phonics, handwriting, grammar and punctuation.

KS2 **LO**: To use a variety of sentence lengths

Genre: Extended Narrative - Quest

Context: Mythical Land

Teacher Given Success Criteria

I understand the impact short and complex sentences can make to my writing.

I know when using commas to mark clauses they are only used if the subordinate clause is placed first

I can use subordinate connectives in complex sentences

I can use simple sentences to create suspense

In mathematics these skills will include links to agreed methods in the Calculation Policy.

KS1 **LO**: add mentally a one-digit number or a multiple of 10 to or from any two-digit number (**target**)

Context: Walters Windy Washing Line

Teacher Given Success Criteria

I understand the place value of 2 digit numbers

I know when I add a multiple of 10 the units will stay the same

I can count on in steps of ten

I can use an efficient mental method to count on a single digit number from any given 2 digit number *including numbers which go across a tens boundary*

In some cases the success criteria may be made up of purely skills based statements e.g. when establishing a process.

Adults need to plan for and communicate

- a clear understanding of the objectives and expectations of the lesson
- clear steps to support the achievement of the lesson objective
- challenging but achievable tasks
- motivation by and interest in the subject
- an awareness of the outcomes

The success criteria can be coloured to show the level of challenge e.g blue for pupils working at greater depth.

Focus group work (for teacher and additional adult indicated on the weekly planning) enables the teacher to tailor the teaching to the needs of the group. The focus group will either be a Guided Teach or a Guided Reason. This group work enables the pupils to make accelerated progress.

Guided teaching - consists of:

- Specific concepts and skills using models and images and interactive resources
- Opportunities for consolidation and practice
- Providing a challenge to extend the learning
- Addressing misconceptions
- Pupils are still encouraged to work at their own pace with independent learning

Guided reasoning - consists of open ended tasks with elements of **choice** and opportunities to apply newly learnt skills in order to develop reasoning and enquiry or to develop the using and applying skills linked to mastery. Questioning is used to promote dialogue to develop talk for learning. Opportunities can be planned for **pupils to work collaboratively to achieve a shared outcome**.

Prompts, word banks and learning walls support the pupils who are **working independently**. The adults will monitor the progress these pupils are making throughout the lesson.

Pupils are reminded throughout the lesson to use the success criteria. A **mini plenary** will remind and refocus pupil attention to the task in hand and support them in deciding what they are doing well and what they still need to include in their work.

Towards the end of the independent session pupils may be asked to identify where they have met the learning objective using the success criteria and then to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are either made there and then or used as a focus for the next learning step.

Pupils are encouraged to **edit and improve** their work using a coloured pencil to show where they have made improvements.

The plenary, can be used to

- discuss the learning developed in the lesson
- revisit the original AFL to show progress
- encourage pupils to make an overall self-evaluation about the success and improvements needed.
- ask pupils to identify 3 examples of evidence in their work to show that they have achieved those success criteria
- share a child's piece of work as a model
- recap of the learning, which has taken place in the lesson and identifies what progress has been made
- include a question to encourage children to use and apply a new skill in a context explain and celebrate an achievement

The teacher considers the outcomes and decides on the appropriate form of feedback (see Marking and Feedback Policy)

We believe that school self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning. It is the responsibility of all staff and pupils to evaluate their own performance.

Assessment

Clarifying terms and definitions

Greater Depth - More able children

Mastery - Describes our curriculum.

Working above and beyond the basic skills to develop **fluency, reasoning and problem solving**. All children need opportunities to do this and apply skills **independently, consistently and through choice**.

Gifted and Talented - Children who show a particular flair or ability within an aspect of a subject.

Teachers and support staff assess pupil learning and progress as an ongoing process within the lesson and over time.

This is evaluated by three main forms of assessment:

Formative assessment - used on a day to day basis. Teachers use this to adapt learning through the lesson and to plan the next lesson and do this through;

- Observing where pupils are in their learning at the beginning of the lesson through the AFL
- Asking open ended questions to seek pupil understanding
- Working with the guided group through 1:1 discussions
- Observing the progress pupils make during the lesson
- Marking pupils' work

Summative assessments - at the end of a unit of work or at key points throughout the term and do this through;

- Baseline assessment in EYFS

- Planning assessments opportunities throughout the term through a "Chance to Shine" in writing and mathematics. From this strengths and next steps are identified and communicated to pupils.
- Tests at the end of a topic or unit of work (for Spelling, Grammar and punctuation and science we use Rising Stars assessments)
- Standardised tests each term (for reading PIRA and in mathematics PUMA assessments)

National tests and assessments set by the Government to compare children's achievement from school to school.

- Assessing a " Good Level of Development" at the end of Reception
- Y1 and Y2 phonic screening test
- Y2 end of Key Stage 1 assessments
- Y6 end of Key Stage 2 tests and assessments

Assessment without levels gave the school the opportunity to develop our own system for assessing pupil progress in all subject areas. **This information is included in a leaflet for parents. This can be viewed on the school website.**

There is clear set of expectations, for each subject for pupils to achieve in order to reach the National Standard and Greater Depth for their year group. Teachers assess pupils using the methods above to ensure that pupils are making good and outstanding progress. National curriculum grids are used to track pupils' progress using a sample set of pupils in each class - Assessment of Pupil Progress (APP).

These grids are highlighted with links to the pupil's work. Tabs are used to show these links.

The highlighting shows when the pupils achieved the different aspects of the subject;

Blue - Autumn term

Orange - Spring term

Green - Summer term

As a school we agreed that National Standard is 'b' at the end of the year in July. More able children will move through "a" towards "Greater depth - m."

Assessment system the school has developed its own system for assessing pupil progress

- Greater depth - 100% of national standard and 50% of the greater depth section

- A -100% national standard and working towards greater depth
- **B - 80 - 99% national standard (to include all the underlined objectives from the interim documents)**
- C - 50 - 79% working towards national standard
- D - 25 - 49% working towards national standard
- R - Below national standard 50%

Red and D groups represent the building blocks for pupils to access the national curriculum for their year group.

Moderating judgements

Opportunities are planned within school for teachers to share pupils' work to check and compare that judgements are consistent. Moderation agreements are documented in pupils' books.

Opportunities are planned between schools for teachers to meet to compare assessment judgements with other schools within our cluster of schools.

Monitoring and evaluating learning

The curriculum, planning, teaching and learning and assessments arrangements are monitored and evaluated through an annually agreed Monitoring cycle.

Senior leaders including governors monitor the progress pupils make within a lesson and over time through

- Lesson observations
- Learning walks
- Book scrutiny
- Talking to pupils
- Moderation of assessment judgements
- Collation and analysis of data
- Year group data analysis action plans
- Reviews of Individual Provision Maps (IPMs) for pupils with SEND
- Link governor monitoring visits with subject leaders
- interviews and questionnaires with all stakeholders

Feedback from this monitoring is shared with staff and governors to document the impact of teaching, learning and assessment and to plan whole school development. This information is used to inform the termly Raising Attainment Plan (RAP) and the school self-review documents.

The role of Governors

Our Governors determine, support, monitor and review the school's approach to teaching and learning.

Link governors work with senior leaders and subject leaders to monitor or evaluate the learning in school. They work with leaders to carry out learning walks, look at pupils

books and meet with pupils to discuss their learning in a range of subject areas. Link governors will complete a Note of Visit to share the impact of their work in school.

Governors:

- set a budget to allocate resources (staff and equipment) effectively;
- carry out annual audits of the school building and premises to support teaching and learning;
- monitor the impact of training (CPD) and our performance management ;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, including termly reports from the head teacher and feedback from subject leaders
- Track the progress of all groups of pupils including vulnerable learners
- Request further information or particular formats relating to children in receipt of Pupil Premium Grant
- Evaluate the use of the PPG to ensure that this is used effectively

Parents and carers

Parents and carers have a fundamental role to play in helping children to learn.

The school informs parents about what, and how, their children are learning by:

- inviting parents' to consultation meetings to discuss progress and IPMs
- informing parents, at the start of each term of their child's targets for reading, writing and mathematics and progress towards achieving these targets through the home/school diary;
- completing questionnaires during the autumn term
- using the school website to inform parents about what their child will be studying during that term at school;
- providing annual reports for parents in which we explain the progress made by each child, and indicate how the child can improve further;
- advising parents on how they can support their children through a range of workshops in school.

Appendix A

Staff agreement on Learning Walls

When planning work, the children and teacher, need to be reminded of the **age appropriate** expected levels for the end of their year. (These are fluid displays that may have large sugar paper plans, post - its or prompts and reminders.)

Reading	Writing	Mathematics	Science
<p>Targets for each group need to be on display using the appropriately coloured backing</p> <p>Appropriate resources need to be at hand in the classroom to support all groups of children</p> <p>Celebration of books the children have read</p> <p>Letters and Sounds work and reminders and alphabetic code</p>	<p>Targets for each group need to be on display using the appropriately coloured backing</p> <p>Examples of annotated children's work need to be on display to model what this will look like. (e.g. from writing journals)</p> <p>Prompts relating to the current genre e.g. definitions or examples set in a context</p> <p>Examples of handwriting to model appropriate joins</p> <p>Appropriate resources need to be at hand in the classroom to support all groups of children</p>	<p>Targets for each group need to be on display using the appropriately coloured backing</p> <p>Examples of annotated children's work need to be on display to model what this will look like. (e.g. from mathematics book)</p> <p>Prompts e.g. examples of calculations or properties of shapes</p> <p>Interactive displays where numbers can be moved on timelines or shapes can be manipulated</p> <p>Appropriate resources need to be at hand in the classroom to support all groups of children</p>	<p>Targets for each group need to be on display using the appropriately coloured backing</p> <p>Examples of annotated children's work need to be on display to model what this will look like. (e.g. from science book)</p> <p>Floor books in KS1 and Y3</p> <p>Interactive displays e.g. testable questions, planning boards or concept mapping</p>

