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# TEACHING, LEARNING AND ASSESSMENT POLICY

April 2020

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Signed

Signed

Headteacher

Chair of Governors

Date:

Date:

**Review date: April 2021**

## Rationale

Teaching, learning and assessment is at the heart of the school. It is the method through which we offer curriculum experiences which are broad and balanced, and meet the requirements of the Early Years Foundation Curriculum, the National Curriculum, Religious Education, PSHE (including Citizenship) and Collective Worship.

## Aims

- To establish an agreed range of practice in respect of teaching, learning and assessment;
- To enable staff to identify aspects of practice;
- To improve the quality of learning experiences offered to all pupils;
- To provide an agreed focus for monitoring.

## Core Agreement

The school believes the best primary education is founded on developing and maintaining a balance between the mastery of essential skills, knowledge and understanding, and promoting activities that allow a child's creativity, independence and personal development to flourish within a secure and friendly environment.

## Guidelines

Teachers must provide a **learning environment** that -

1. Is inclusive and provides equal opportunities for all pupils to learn and make progress;
2. Is welcoming and encourages pupils to feel physically and emotionally safe, secure and comfortable;
3. Is well-organised and uses available space and resources to best advantage with resources for learning in good condition, effectively stored and accessible;
4. Enables all pupils to take increasing responsibility for the organisation and care of learning resources;
5. Has relevant and stimulating displays, including learning walls for English and Mathematics that support and prompt learning for all pupils;
6. Is flexible so individual, paired, group (co-operative and collaborative), whole class and independent learning and good working relationships can be fostered;
7. Sets a standard of quality which provides pupils with high expectations and positive attitudes;
8. Has easy access to appropriate ICT.

## How do pupils learn?

From entry at age 4 all pupils develop through demonstrating the characteristics of Effective Learning; Playing and Exploring (Engagement), Active Learning (Motivation) and Creating and Thinking Critically (Thinking).

In the **Early Years Foundation Stage**, pupils are naturally inquisitive and particularly enjoy direct practical experiences in enriched and exciting enabling environments, both indoors and outside. Learning is fun and playful with all pupils benefitting from a broad range of first hand experiences to learn and socialise. Many contexts for tasks are based on their personal interests. Periods of settled activity are naturally shorter than further up the school. Pupils are mentored, coached, supported and encouraged with plenty of time to consolidate, practise and show initiative.

In **Key Stage One** pupils have longer periods of settled activity. They progress at a brisk rate, in particular, with core skills in English and mathematics. This development opens up countless opportunities across other areas of the broader curriculum. Learning is linked to meaningful contexts, themes or problems. Pupils develop finer physical co-ordination and more independent social skills and are introduced to wider key subject ideas through themed creative work and theme based learning opportunities.

In **Key Stage Two** pupils settle to longer periods of learning which allow them to develop more depth, breadth and mastery of skills and knowledge. They develop further subject knowledge and the tools for lifelong understanding and ability. They particularly enjoy enquiry and application of a taught skill in another subject or theme area. Pupils are more independent in learning and friendships, and recognise their own personal traits. They become more competitive and have a clearer idea of how society works. Many develop physically as they head towards puberty and can find their own emotions challenging.

By the time pupils leave the school at the age of 11 they have the building blocks to allow them to succeed in the next stage of their education at secondary school.

Teachers must plan appropriate **learning activities** by –

1. Planning long term (academic year) learning which indicates core themes/contexts and broad areas of coverage;
2. Planning medium term (half-term) learning journeys which indicate knowledge, skills, understanding and cross-curricular work specific to the unit to answer enquiry questions;
3. Planning short term learning journeys which indicates specific learning intentions (LI) and relevant success criteria (SC) for individual, group and whole class learning.
4. In EYFS, but also elsewhere, this can be more spontaneous; moment by moment.

All children need to be challenged at an appropriate level to make progress.

Teachers may use **differing tasks, deepening tasks or levels of provision** (by adult or through resources) so all can achieve and achievement is not capped.

Using **a context** to bring learning alive and make it relevant, meaningful, and more easily understood:

- a. Using real-life situations
- b. Using theme-based contexts
- c. Using different approaches such as:
  - a. Investigation
  - b. Problem solving
  - c. Research
  - d. Collaborative group work
  - e. Using ICT
  - f. Fieldwork and visits
  - g. Creative activities
  - h. Drama
  - i. Buddying with a different year group

### **Data, progress and targets**

Teachers must use the latest assessment knowledge for pupils, comparing it with National age related expectations and checking individual progress expectations.

### **EYFS**

In the EYFS staff make observations of both child-initiated and adult led activities and collect samples of work across the year to track progress towards and beyond the 17 ELGs. Individual 'Learning Journeys' are collated and at the end of the Reception year each child is assessed as:

- Emerging
- Expected
- Exceeding

A summary is written for each of the 3 characteristics of effective learning.

### **Assessment**

Assessment information forms part of regular Pupil Progress Meetings where each child's attainment and progress is discussed. These in turn link to Teacher Appraisal systems.

During the school year three different forms of assessment take place:

1. Day-to-day in-school formative assessment such as:
  - a. Regular short re-cap tests/quizzes, e.g. Cold Task and Hot Tasks.
  - b. Question and answer during lessons
  - c. Marking of work
  - d. Observations
  - e. Scanning work for pupil attainment and development

Formative assessment helps **pupils** to measure their knowledge and understanding against learning intentions and wider outcomes and to identify where they need to target their efforts to improve. They provide **parents** with a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve, reinforcing the partnership between parents and schools.

For **teachers** it is an integral part of teaching and learning, bringing understanding of pupil performance on a continual basis. Teachers can identify pupils who are struggling, consolidating their learning or when they are ready to progress further. They can then provide appropriate support or extension as necessary.

Effective formative assessment assures **school leaders** that problems will be identified at pupil level and every child will be appropriately supported to make progress and meet expectations. SEE Annex A - AFL

2. In-school summative assessment such as:

- a. EYFS Baseline and EYFS Profile
- b. Termly tests and end of academic year tests for Y2 and Y6.
- c. Reviews for SEN/Vulnerable pupils

In-school summative assessment provides **pupils** with information about how well they have learned and understood a course of work taught over a period of time.

They can be reported to **parents** to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

It enables **teachers** to evaluate both pupil learning at the end of a unit and the impact of their own teaching. This helps them to plan for subsequent teaching and learning.

In-school summative assessment allows **school leaders** to monitor performance of pupil cohorts/groups and to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3. Nationally standardised summative assessment such as:

- a. National Curriculum tests at the end of Key Stage 2
- b. National Curriculum teacher assessments at the end of Key Stage 1
- c. National Phonic Screening in Key Stage 1

Nationally standardised assessment provides information on how pupils are performing in comparison to pupils nationally.

For **parents** it provides information about how the school is performing in comparison to other schools.

It helps **teachers** understand national expectations and assess their own performance in the broader national context.

For **school leaders** it enables them to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Assessments are used to identify what pupils have learned well and what they still need to work on. Teachers then identify specific intervention activities to help them progress. After the intervention activity the pupils are assessed again. In school we aim to use interventions to 'Catch up and keep up' as well as to give 'pre-teaching' to boost confidence prior to lesson input.

## Assessment Data Collection

<u>What</u>	<u>When</u>	<u>Who</u>	<u>Information provided</u>	<u>Used by</u>
EYFS Baseline	Autumn 1	EYFS Team	Age Band linked to Development Matters	EYFS team SENCO SMT GB DFE
Single Reading (SWRT) Word Test	Autumn 2 Spring 4 Summer 6	KS1 Team KS2 Team	Reading age	KS1 Team KS2 Team English Subject Leader SENCO SMT GB
Single Spelling (SWST) Word Test	Autumn 2 Spring 4 Summer 6	KS1 Team KS2 Team	Spelling age	KS1 Team KS2 Team English Subject Leader SENCO SMT GB
NFER Maths, SPAG & reading papers	Autumn 2 Spring 4 Summer 6	Y2, Y3, Y4, Y5	Maths, SPAG and reading standardised scores.	KS1 Team KS2 Team English/Maths Subject Leader SENCO SMT GB
PIRA/PUMA	Autumn 2 Spring 4 Summer 6	Y1	Reading and maths standardised scores and ages.	KS1 Team KS2 Team English/Maths Subject Leader SENCO SMT GB
KS1 Letters and Sounds phase tests	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS1 Team	Level of phonic development	KS1 Team English Subject Leader SENCO SMT GB

KS1 & KS2 Weekly Spelling Tests	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS1 & KS2 Team	Progress with spelling	KS1 & KS2 Team
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Y2, Y3, Y4, Y5, Y6 Weekly Times Table Tests	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS1 & KS2 Team	Progress with multiplication skills	KS1 & KS2 Team
Y1 Weekly Basic skills Tests	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS1 team	Progress with basic fluency skills	KS1 team
Age Related Expectations for objectives, domains and subject overall (onto SIMs)	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS1 Team KS2 Team	Above, at or below ARE milestones	KS1 Team KS2 Team Subject Leaders SENCO SMT GB
Predictions for AREs for end of year.	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS1 Team KS2 Team	Prediction as to whether children will meet ARE by the end of academic year.	KS1 Team KS2 Team Subject Leaders SENCO SMT GB
EYFS Profile	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	EYFS Team	GLD	EYFS Team SMT GB DFE
KS1 Phonic Screening Check	Summer 6	KS1 Team	Pass/fail	KS1 Team SMT GB DFE

KS1 SATs	Summer 5	Y2	Speaking and listening Reading Writing GPS Maths Science	EYFS Team KS1 Team KS2 Team SMT GB DFE
KS2 SATs	Summer 5	Y6	Speaking and listening Reading Writing GPS Maths Science	KS1 Team KS2 Team SMT GB DFE
Multiplication Tables Check	Summer 5	Y4	Times tables accuracy/speed.	KS2 Team Maths Lead SMT GB DFE

### **Teacher Assistants**

Teacher Assistants are invaluable. They are specifically used to promote attainment and to provide care and supervision and ultimately used to support children to foster independence, "do it on their own". Depending on experience, aptitude and post, they may work with individuals, groups or classes. Trained assistants use intervention or teaching programmes. TAs should always understand what their focus is for a lesson and how best to support the pupils and teacher (use the school's template). Plans, including LIs, must be shared with them. They can assist with planning, delivery and assessment. TAs must work with the full range of pupils in the class.

### **Pupils with SEND**

Pupils who are identified as giving cause for concern in an area of learning, behaviour or development are noted on the SEND Register, a SEND Passport is formed and appropriate strategies put into place to fulfil the plan. For a learning need a simpler task may be designed, they may use personalised resources, have pre-tasks, visual clues, short-term rewards, more adult support, etc.

Outside agencies may be involved as needed. Pupils with an EHCP of SEND provision are generally provided with extra assistant support.

Please refer to the school's SEND policy.

### **Pupils who are Able, Gifted or Talented**

The school endeavours to address the needs of able, gifted and talented pupils through mastery work to deepen thinking and learning and there may be extra opportunities.

Pupils are encouraged to take increasing responsibility for their own learning, therefore -

- Investigative work is common;
- Children are encouraged to communicate findings in a variety of ways;
- Opportunities are provided to involve children in decision making and problem solving, where appropriate;
- Children are given tasks to deepen learning and apply learning;

- Children in KS2 take part in the Newchurch AGAT sessions with other pupils from across the Island and PE AGAT join a Cluster group hosted by the school
- Breadth and depth of the AREs are essential for embedding learning and mastery of AREs

### **Rewards**

Achievement of all pupils is celebrated in sharing of work and good behaviour whereby-

- Rewards and praise are publicly given through the Class DoJo and Star of the Week assemblies and newsletters;
- Children choose their own rewards through 'pupil voice' and evaluating practice.
- Work is displayed;
- HT praise and reward for quality work, including stickers, certificates and postcards.

### **Monitoring Teaching, Learning and Assessment**

Monitoring of the quality of teaching, learning and assessment is on-going and regular by senior staff members and subject leaders in school.

It covers all aspects and includes:

- Moderation to ensure consistency and accuracy of assessment
- Monitoring of classroom practice
- Evaluating planning
- Evaluating achievement and data outcomes
- Work scrutiny/sampling for breadth, quantity, quality and formative assessment in the form of marking for impact
- Talking to pupils
- Other evidence from classroom display, assemblies, etc.

The senior leadership team and other staff leaders report to the Governing Body each term on the quality of teaching, learning and assessment across the school.

### Conclusion

This policy clarifies expectations and approaches to teaching, learning and assessment in the school. It ensures consistent quality of teaching and learning for all pupils, enabling them to make progress.

The policy is to be read in conjunction with, and with due regard to other relevant school policies:

- Marking policy
- RE Policy
- SEND Policy

## **Annex A**

### **Assessment for Learning**

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for Learning is formative assessment.

#### Key Actions

- Share learning intentions
- Share and negotiate success criteria
- Give formative feedback to pupils
- Use effective questioning
- Encourage pupils to assess and evaluate their own and others' work

AFL can have a significant effect on how well pupils achieve and attain because it:

- Improves behaviour
- Motivates
- Engages
- Increases learning independence

A **Learning Intention** is a description of what you want the pupils to know, understand or be able to do by the end of the lesson. It tells pupils what the focus for the learning will be.

Focus on the learning not the activity.

Learning can be expressed in terms of:

- Knowledge - (factual information e.g. parts of a plant, key events in WW1)
- Understanding - (concepts, reasons, processes e.g. the need for a healthy diet, the difference between condensation and evaporation)
- Skills – (proficiencies, dexterities, abilities e.g. applying techniques, drawing conclusions, using support strategies, collaborating)

The most useful LIs focus on generic, transferable skills that the pupils can take away to use and apply in other contexts. They also encourage connections across the curriculum and recognition of where they are using the same or similar skills in unfamiliar contexts.

**Success Criteria** are statements that help pupils recognise if they have been successful. They summarise the main teaching points (key ingredients) or processes (key steps), and they always link directly to the LI. By referring to the SC pupils know if they have achieved the LI.

Work will be assessed against the SC by teacher and pupil.

**SC are NOT a list of instructions, they are statements of understanding/skills/qualities/descriptions**

**Formative feedback** (written as stars and wishes) comments on the quality of a pupil's work and offers advice on how to improve. Use;

- Reminder prompts – the most basic instruction on how to improve the work – most suitable for able learners  
e.g. 'Say more about how you feel about this person'
- Scaffold prompts – medium support for improvement  
'Can you describe how this person is a "good" friend? Describe something that happened that showed they are a good friend.'
- Example prompts – most supportive - suitable for all pupils and average and below average – explicit, instructional and illustrative of how to improve.  
'Choose one of these or one of your own: "He is a good friend because he never says unkind things about me. (OR) My friend is a friend because he never tells me lies.'
- Challenge prompts – to extend and challenge thinking and learning.

Acknowledge the fulfilment of a wish with a star when achieved. Ensure pupils are given opportunities to fulfil wishes as soon as possible... The link between targets, stars and wishes needs to be very strong and reflected in planning for greatest impact.

To be effective, feedback must have a direct impact. Pupils must respond to feedback and work hard to improve. Time should be allocated for pupils to respond to marking (Response Marking) in English and maths no less than once a week for each. This is a time of self and peer reflection and prompts an improvement action from the pupils. Verbal Feedback (VF) can be given to pupils and noted, with some annotation, in their books.

### **Effective questioning**

Effective questioning serves two main purposes: to assist with assessment and to improve understanding.

Questioning for assessment is teacher-led. It helps the teacher obtain evidence about where pupils are in their learning. This information about pupil knowledge, understanding and skills can then inform planning and the selection of teaching strategies to move pupils from where they are to where they need to be.

Questioning for understanding can be both teacher-led and pupil-led, it can help pupils make connections that aren't immediately apparent and can unobtrusively guide pupils to the facts, solutions, and conclusions they need to discover. Pupil-led questioning is a key process in learning and allows pupils to develop independence, work through problems, and to reflect on and evaluate their own understanding.

## Creative Questioning using Bloom's Taxonomy

Create questions by using one word from the column and one from the row. The further down and to the right you go, the more high level and complex the questions become.

	is	did	can	would	will	might
who						
what						
where						
when						
how						
why						

### Asking questions better

Use 'think, pair, share' with Talking Partners, Pupil Talk. This involves everyone and allows pupils to think about their answer, discuss it with a TP and then share it with a group, taking the focus off the individual, improving self-esteem and giving shy pupils a voice. 'Think time' increases the wait time giving pupils vital time to order their thoughts, producing more pupils with a ready answer, fewer 'I don't know's', more thoughtful, creative and extended answers and benefits all pupils regardless of ability.

The 'No hands up' approach encourages all pupils to stay engaged with the question longer. Lolly sticks can be used to generate a random pupil. Another device is to warn a pupil or group that the next question/problem is for them... and use a targeted question.

### Pupil self-evaluation

Self-evaluation needs to be modelled, developed and supported. Success Criteria can be used to guide self-evaluation. Pupils reflect on what has been learned and gain an understanding of how they are learning. Self-evaluation enables pupils to discuss the process that they engaged in and also to understand more about the way they learn best. Pupils can evaluate and reflect upon their own and other pupils' work.

Reflection

- Creates independent learners
- Increases pupils self-esteem
- Develops pupils ability to recognise quality
- Improves pupils understanding
- Strengthens the pupil voice in the classroom (eg Professor Maths), and
- Provides valuable feedback in language that pupils understand

By working collaboratively pupils can develop the habits and skills of discussing their work and learning. In KS2, the Extended Tuesday hour gives pupils the opportunity to consolidate or extend their personal learning.

## **Annex B – A successful lesson**

To be successful, every lesson **must bring progress.**

### **MUSTS**

1. Good use of time, with pupils entering in an orderly manner.
2. Have a Learning Intention that reflects the learning journey for a pupil, groups of pupils or occasionally whole class learning in the classroom.
3. Have clear Success Criteria that pupils understand, ideally pupils can generate or reflect against them. This may form part of formative assessment at the end of English and Mathematics journeys.
4. Have more pupil activity and pupil talk than teacher talk
5. Have activities designed so all can achieve.
6. Pace, challenge, and timed tasks to fulfil LI/SC for individuals, groups, whole class.
7. Appropriate resources in good order and to hand.
8. Use the learning walls for English and Mathematics daily. Displays to track and reflect the learning journeys on a daily basis.
9. Use available TAs effectively, for example- to assess pupil's response or share input or take a group for parallel activity or keep pupils focussed/support SEND or contribute to learning walls, appropriate to the lesson being delivered.
10. Provide opportunities for rewards/praise.
11. Have a time for evaluation/reflection/plenary re-reference of SC and self-assessment in groups or whole class.
12. End with a tidy room and with pupils leaving in an orderly manner.
13. Pupils need to feel valued and that adults in school are interested in them, believe in them and want them to succeed. This will give the pupils the confidence to 'have a go' and eradicate the fear of making a mistake.

### **Other things to consider when planning or delivering a lesson;**

- Build in time to respond to marking prompts
- Have a Mini plenary – to reinforce/refocus/redirect/up-level/further scaffold, etc. – use visualiser, quick share, this is a good time to use questioning techniques to move the learning on and up, etc, this may be with a focus groups, a few groups or occasionally the whole class, especially if addressing and rectifying misconceptions.
- Share 'next time' learning by linking learning once more.
- Set related homework (if appropriate) – to reinforce or extend learning
- Transition between parts of the lesson needs to be managed carefully so time and focus are not lost for any individual or groups of pupils.
- Pupils need to be kept engaged by ensuring lesson design suits learners needs
- Pupils should sit on the carpet, sit at tables, experience interactive teaching methods (small whiteboards, number fans, interactive whiteboard resources), work with a think partner, and experience a variety of teaching approaches – oral (talking/speaking/drama) work, aural (listening/musical) work, visual (scribe/show/illustrate/pictorial) work, tactile (handson/make it/shape it) practical work.
- Pupils need to work as individuals, in groups on shared tasks and as a class.
- Pupils need encouragement and a consistent, positive approach.