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TEACHING, LEARNING AND ASSESSMENT POLICY

May 2021

Signed

Signed

Headteacher

Chair of Governors

Date:

Date:

Review date: May 2022

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1. Statement of intent

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, RSHE (including Citizenship) and Collective Worship.

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND, protected characteristics or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

2. Curriculum Intent at Gatten and Lake

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. Gatten and Lake Primary School's aim is to provide ALL children with a purposeful, rich and varied, broad and balanced curriculum. We intend to deliver an engaging, exciting and empowering curriculum that provides a balance of skills and knowledge to equip children in our care for the present and the future – so they can achieve their true potential.

We aim for to deliver a coherently planned and sequenced curriculum which is ambitious for all pupils at Gatten & Lake Primary School. We teach through a holistic approach, considering the children's social, emotional and mental health as they learn about themselves, as well as the meeting the requirements of the National Curriculum. We aim to provide opportunities for children to develop as independent, confident, successful learners with high aspirations, enabling them to know how to make a positive contribution to their community and the wider society. We want children to achieve their very best and enjoy their learning in a happy, safe and nurturing environment and to be prepared for life in modern Britain.

3. Roles and responsibilities

The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Observing lessons alongside school staff to contextualise reporting
 - Viewing recordings of lessons as appropriate
 - Viewing samples of pupils' work
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the entire governing board

The SLT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Working in classrooms, including teaching, regularly.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role models for teaching staff.

Headteacher, Curriculum Leader and Subject leaders are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the governor curriculum sub-committee.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from their colleagues, SLT, Headteacher.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability, informally and through pupil progress meetings.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils through data submission, reporting and professional review.

And providing a **learning environment** that:

- Is inclusive and provides equal opportunities for all pupils to learn and make progress;
- Has consciously considered seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently.
- Is well-ventilated and maintained at a suitable temperature.
- Encourages all children to drink water during lessons (except in lessons where water could create a risk).
- Is welcoming and encourages pupils to feel physically and emotionally safe, secure and comfortable;
- Is well-organised and uses available space and resources to best advantage with resources for learning in good condition, effectively stored and accessible;
- Enables all pupils to take increasing responsibility for the organisation and care of learning resources;
- Has relevant and stimulating displays, including learning walls for English and Mathematics that support and prompt learning for all pupils;
- Is flexible so individual, paired, group (co-operative and collaborative), whole class and independent learning and good working relationships can be fostered;
- Sets a standard of quality which provides pupils with high expectations and positive attitudes;
- Has easy access to appropriate ICT.

Pupils are responsible for:

- Being on time for school (from KS2, Y4 pupils can travel to and from school independently with home and school permissions).
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Storing personal belongings in the cloakroom area provided.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

4. Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Ensure pupils have the opportunity to raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response (Talk partners approach).

We reward and recognise achievement in the following ways:

- Praise more than criticise, using formal and informal approaches.
- The school formally rewards pupil in the following ways:
 - Class Dojo Awards
 - Calling the pupil's parents praising the pupil
 - Sending a letter home praising the pupil
 - Headteacher postcards
 - Sharing praise with headteacher
 - Achievement assemblies
 - Displaying work
- The school informally rewards pupils in the following ways:
 - Congratulating pupils privately through Class DoJo messages, especially in relation to homework or in class face to face
 - Saying 'well done' to the whole class
 - Writing positive feedback on written work
 - Headteacher stickers / notes home with pupils

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.
- Ensuring the school's Behavioural Policy is adhered to at all times.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is (Using directed time for CPD regularly)
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.

- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

5. Teaching Strategies

The curriculum

- Reception classes follow the EYFS curriculum / profile. Years 1-6 follow the national curriculum.
- The curriculum is broad and balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation/variation and the provision of the necessary resources.
- While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.
-
- Planning and preparation (PPA time is allocated weekly with teacher flexibility to the use of this with the best outcomes for children in mind)
- Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.
- Lessons have clearly identified learning objectives, showing continuity from one lesson to the next. S Plans link the planned journey together.
- The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

- Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles.
- A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

- Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and classes in order to facilitate good practice.

In-class support

- TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, in some cases, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils).
- TAs are utilised on a one-to-one or group basis with children in need of additional help.

Pupil involvement

- Pupils are provided opportunities to follow-up teachers' marking to answer any questions or complete any actions.
- Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment).
- The learning objective of each lesson is explained at the start of each lesson.
- The marking policy details further information.

High expectations

- The school sets high expectations for all pupils, regardless of ability, circumstances or needs.
- High expectations are set for academics, social development and emotional development.

SEND

- Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided.
- Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.
- Pupils on the SEND register are tracked using Provision Mapper

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 indicate specific learning intentions (LI) for individual, group and whole class learning, as S-Plans.
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, like:
 - 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 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.

6. 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. 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 creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

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.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

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; pupils 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

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

Formative assessment is not included as part of a pupil's final grade.

2. In-school summative assessment such as:

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

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of 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.

Wider Curriculum

The wider curriculum subjects are assessed against the objectives required for each year group. These objectives are taken from the carefully planned progression maps for each subject, which build upon the skills and knowledge acquired from previous year groups. Teachers will make a judgement each half term, at the end of the topic/unit of work as to whether or not children achieved the expected standard for that half term, or whether they exceeded the expected standard. This system allows monitoring of the wider curriculum attainment by subject leaders and SLT and to assess the impact of the curriculum.

7. 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 Y1 (not Autumn 1)	Maths, SPAG and reading standardised scores.	KS1 Team KS2 Team English/Maths Subject Leader SENCO SMT GB
Letters and Sounds phase tests – Phonics tracker	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	EYFS & 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

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
Y3, Y4, Y5, Y6 Weekly arithmetic assessment (and teaching)	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	KS2 Team	Progress with arithmetic at ARE standards	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	Reading Writing GPS Maths Science	EYFS Team KS1 Team KS2 Team SMT GB DFE

KS2 SATs	Summer 5	Y6	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
Wider Curriculum Topic Assessment	Autumn 1 Autumn 2 Spring 3 Spring 4 Summer 5 Summer 6	YR, Y1, Y2, Y3, Y4, Y5, Y6	Above, below or at expected standard for half termly learning journeys.	Subject leaders SLT

8. 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. 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.

9. 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 for varying times of the week, to meet the identified targets of the EHCP.

Please refer to the school's SEND policy.

10. 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 where possible, 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

11. 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.

12. 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:

- Behaviour Policy
- 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 – often verbally, at different required levels of competence.
- 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 should be 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 (see marking policy) 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.

Ensure pupils are given opportunities to fulfil next steps as soon as possible... The link between targets, strengths and next steps needs to be very strong and reflected in planning for greatest impact.

To be effective, feedback must have a direct impact. Please refer to the Marking policy for further details.

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.

Pupil self-evaluation

Self-evaluation needs to be modelled, developed and supported. Children need a guide to 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.

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, as part of the journey of learning. 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 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.

Annex C - Blended Learning

In periods in which children are unable to attend school due to either lockdown, bubble closures or longer periods of isolation, work is set for children to complete in line with our remote learning policy.

During such periods, pupils are accountable for the completion of their own schoolwork and teaching staff will contact parents via class DoJo or telephone call if their child is not completing their schoolwork or their standard of work has noticeably decreased.

In such periods, lessons will be set in line with the National Curriculum, where this is possible, to allow children to continue with a similar level of work that they would have completed in school. This gives children the opportunity to keep up with the age related expectations for their year group, to minimise the impact of being away from school. As detailed in the remote learning policy, the lessons will be set on the Class Dojo platform.

Teachers are responsible for teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject – just as they would be in class.

Teaching involves a range of delivery methods: written instructions and guidance; the use of high quality videos; self-made videos of teaching (not live streaming though, due to shared technology use in households) to support teaching of new or difficult content; and one to one (or small group) sessions using Microsoft Teams.

The school uses a variety of formative assessment and feedback methods such as quizzes and other digital tools, and supports them for remote learning where possible. Each piece of work is marked by the teacher and whenever practicable, a comment added to recognise the child's efforts/attainment and to suggest next steps. This is in line with the formative feedback measures detailed in Annex A, above.

The school will log participation and pupil engagement with remote education at intervals depending on the period of remote learning. Reports to parents will indicate participation and engagement in periods of remote learning.

The school will consider ways to use feedback from the headteacher also, such as postcards home and publishing good examples of remote learning on the newsletter, to secure consistent engagement with remote material.

Rewards will be awarded for the completion on work by way of allocating a dojo for each submission. Additional dojos will then be awarded for good work, challenge or resilience.

Although each piece of work is assessed during lockdown, it is hard to accurately assess the level of support that has been given when children are working from home: some children will have received no support and some will have been heavily scaffolded. As such, accurate assessment of each child's work during periods of home learning is not possible. Therefore, testing upon return to school is used by teachers to determine gaps and to assess the impact of the lockdown period upon children but is balanced effectively with social and emotional wellbeing.