Friday Bridge Primary School
Teaching, Learning & Assessment Policy

This policy encapsulates our practice in all areas of learning.

Introduction

The teaching and learning processes lie at the very heart of our school. We want our children to leave school with the confidence and skills to become life-long learners.

The aim of our Teaching, Learning and Assessment Policy is to make explicit the shared and agreed principles and practices upon which teaching, learning and assessment are based.

Aims

We aim to:
- Place children at the heart of our school and plan from children's interests and needs
- Engage children in creative, fun and challenging learning both within and outside of the school environment
- Encourage teamwork
- Promote high standards of behaviour and conduct
- Personalise learning for individual children
- Promote confidence in children by supporting them to take risks
- Encourage openness and trust
- Guide children's social, moral, spiritual and cultural development
- Reward effort

Effective Teaching and Learning

Our school recognises that learning is a continuous process which involves acquiring and applying knowledge, skills and concepts and developing positive and worthwhile attitudes. We strive for quality first teaching at all times to promote active learning whilst simultaneously 'Broadening Horizons'.

Quality First Teaching:

- Builds on what learners already know and can do
- Embraces flexibility to develop learning linked to children's questions and interests
- Actively involves children in their own learning
- Helps children to recognise and value their achievements and successes
- Makes learning exciting and enjoyable
- Makes learning real and challenging
- Lessons cater for a range of learning styles (visual, auditory, tactile and kinaesthetic)

- Teaching styles/activities are relevant to the needs and development of the children and are differentiated accordingly
- Develops a full range of learning skills across the curriculum
- Teach beyond the classroom and in the wider community to broaden horizons

Effective teaching and learning takes place in an environment in which:
- A visual timetable is clearly displayed which includes words and pictures
- Reading, writing and maths is visually promoted
- The long date and the short date is displayed on the board
- Displays celebrate and value the individual successes of the range of children in
- each class
- Displays are colourful and engaging to stimulate and encourage children's learning;
- Working walls
- Adults and children take pride and responsibility for the environment
- Relationships promote a confident and positive atmosphere
- Self-evaluation is actively encouraged
- All learning is valued and there is room for reflection
- Mutual respect is demonstrated between all members of the school learning community
- It is a safe and acceptable place to make mistakes without judgement and where advice can be confidently and actively sought
- Teachers vary pace to match the task and children's individual needs
- Support from home is encouraged

Teachers and other adults in our school:
- Provide a safe environment which encourages children to learn from their mistakes and make progress
- Guide, support and respect each other
- Actively promote different learning styles (visual, auditory, tactile and kinaesthetic)
- Encourage children to be responsible for their own learning, their environment, themselves and others around them
- Ensure learning objectives address the needs of all children and that there are opportunities for all children to be actively involved in creating them
- Ensure all children are aware of what they are learning and why
- Ensure the behaviour of all children allows learning to take place
- Equip children to be able to transfer knowledge and skills
- Have the flexibility to embrace and explore unexpected responses without losing sight of the intended learning outcome
- Set learning in meaningful contexts, within and beyond the classroom, to link subjects and ideas together (cross curricular)
- Use skilful and higher order questioning
- Have high expectations at all times throughout the school day

Layout and Presentation in Children's Books

Teachers should make sure that the following happens to help children with their presentation:

- Children are encouraged to join their handwriting from year 1 onwards as appropriate.
- Children will begin to move from pencil to pen from Year 3, as appropriate, once a neat, cursive handwriting style has been fully adopted
- Adults will always model neat, cursive handwriting.
- All maths work will be completed in pencil
- Children will be taught to put one digit in one box in maths jotters
- All underlining will be carried out using a ruler
- All worksheets/sheets of paper need to be dated, marked and carefully trimmed, before they are stuck in books by the children.
- Children will write their own learning objectives and dates (short date in Maths only) and these will be underlined from Year 2 onwards.
- Children should be encouraged to take responsibility for the presentation of their work as appropriate

Planning

Long Term Planning and Curriculum Framework

Our planning ensures effective, efficient and creative delivery of the National Curriculum and Early Years Foundation Stage Curriculum. Long Term plans have been designed to encompass a range of subjects and the development of skills in line with National Curriculum requirements. We ensure that planning encourages the development of key skills, knowledge and understanding and attitudes. Each term class newsletters are shared with parents; these are published on the school website and distributed through paper copies.

Our plans are:

- Knowledge, skills and topic based
- Follow a rolling programme to ensure full coverage of the Foundation Stage and National Curriculum
- Create cross-curricular opportunities
- We aim to create opportunities for child centred learning wherever possible based on children's interests
- Posted on Staff Share

We recognise that some aspects of the National Curriculum have to be taught outside the topic theme.

Medium and Short Term Planning

Our medium and short term plans set out the work to be covered during each term/ unit.

Plans are to be available for all teaching and support staff to refer to. A copy of planning is available to support staff in advance of each lesson, via email or paper copy. This allows support staff to be briefed, and appropriately prepared for each lesson.

All plans should be on Staff Share at the start of each week/unit.

Shared Learning Objectives and Success Criteria

The sharing of learning objectives is a crucial element in the process of teaching and learning. By sharing the objective, we empower children to take ownership of their learning.

We ensure:
- Learning objectives for each lesson are:
  - Clear
  - Shared
  - Explained using age appropriate language
- Children understand the purpose of their learning
- Task instructions are clearly separated from the learning objective
- Success criteria is discussed and opportunities are provided for children to develop their own success criteria
- Learning objectives and success criteria are displayed where appropriate and referred to, except in lessons where they are to be 'discovered.'
- Learning objectives provide the focus for the teacher and support staff to evaluate to what extent the lesson met its aims.
- Learning objectives provide a focus for self/peer assessment
- Learning objectives provide the focus for marking
- Learning objectives are recorded in books

Learning objectives often begin with:
Can I…?
I am learning to …
- know (knowledge; factual information)
- be able to (skills: using knowledge and resources)
- understand (concepts: understanding reasons, cause and effect, how things work)
- be aware of (attitude: empathy, awareness of issues)
- create (practical application)

The purpose of the success criteria is to enable teachers, support staff and children to be sure about how to judge whether or not the learning objectives have been met. If the learning objective is seen as the 'house,' then the success criteria are the 'bricks' used to build the house.

Success criteria are shared, discussed and agreed with pupils. They are differentiated where appropriate to ensure all pupils can make progress towards the learning objective. Success criteria are used as a basis for evaluation of the lesson by the teacher, support staff and the children. They should be referred to throughout the lesson. This forms part of key questioning and plenaries/mini plenaries.

Assessment
Assessment is an integral part of teaching and learning, and lies at the heart of promoting children's learning, and raising self-esteem.

Why do we assess?
We acknowledge that there are three main types of assessment which fulfil important yet different roles: summative, formative and diagnostic.

Effective assessment for learning happens all the time in the classroom and involves:
- promoting trusting relationships
- valuing attitudes to learning
- encouraging and building self-esteem
- sharing learning objectives or intentions with children
- helping children know and recognise the standards they are at now and those they are aiming for
- providing feedback that helps children to identify how to improve; recognising their next steps and how to take them
- believing that every child can improve in comparison with previous achievement
- both teachers and children reviewing and reflecting on performance and progress
- children learning self-assessment techniques to discover areas they need to improve

How do we assess?

Formative assessment
– assessment for learning – is an active and ongoing process in the classroom between the teacher and the child.

Summative assessment
– assessment of learning – is the means by which the progress of children is monitored.

Aims
- To ensure that assessment is central to planning, delivering and reviewing the curriculum so that pupils' needs are met accurately
- To use assessment data to set challenging targets for all pupils to raise expectations and support pupil progress in order for each child to achieve the highest possible standard
- To use assessment information to inform pupils, parents, teachers, subject leaders, senior leadership team and all other interested stakeholders who have a shared interest in pupil progress

- To involve pupils in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps
- To involve pupils in their learning by providing regular opportunities for self and peer assessment within lessons

Actions

At a whole school level:

We use statements linked to the National Curriculum objectives for Reading, Writing and Mathematics. We assess against age related expectations for each year group. The assessment system is in 3 stages for each year group:

- Step 1 - Developing towards ARE (D)
- Step 2- At ARE (S)
- Step 3 - Working at Greater Depth (GD)

For children to be on track to achieve ARE by the end of the year, by the end of each term the following NC objectives for the subject in that year group should have been achieved: Autumn Term- 50%, Spring Term 67%, Summer Term 100%.

To be assessed as Greater Depth, a child must have achieved all objectives within the year group and be able to use and apply their learning independently, demonstrating a deepened level of understanding as evidenced by progress within their books.

Data is input into Arbor by teachers as part of an ongoing process and should be used formatively to support planning and interventions. Data for groups including PP, SEND, GRT, LAC and EAL needs to be updated half termly and for all pupils will be updated termly. Data will be analysed by the Assessment Lead at the end of each term.

Science will be assessed at the end of each unit of work identifying pupils who are still working towards, have achieved or have exceeded in each unit. These will be submitted to the Science Lead to collate information about progress in Science for each cohort.

Pupil Progress Meetings are led by the SLT each half term to track the progress of children in each class. This information is then used to:

- Share assessment information with pupils, parents and all other interested stakeholders throughout the year
- Analyse the performance of different groups of pupils eg SEND, boys and girls, PPG etc
- Identify pupils who are at risk of underachieving and plan provision for additional support and intervention programmes to support these pupils (Intervention programmes are tracked using Provision Maps)
- Measure the impact of additional support and intervention programmes on pupil progress
- Provide quality information to support cohort transfers

- Identify whole school strengths and weaknesses in Reading, Writing and Mathematics and identify areas for development

At a classroom level

The school's tracking system is used to support planning, teaching and learning and assessment for learning on a day-to-day (formative) basis by ensuring:

- Appropriate grouping of pupils to support differentiation in planning
- Children will work towards their individual targets appropriate to their attainment. The children have individual targets in the front of their books
- Teachers plan for and use day-to-day assessment strategies (questioning, observing, discussing, analysing work, checking children's understanding) to gather information on children's progress against learning objectives and targets
- Teachers annotate planning in the light of ongoing assessment
- Teachers use the information they gain to identify children's next steps in their learning and inform future planning so that they can move children's learning towards and beyond the learning objective
- Teachers share the expectations, learning objective, success criteria and outcomes of a lesson or unit of at an age appropriate level
- Teachers provide children with oral and written feedback regularly as well as opportunities to assess themselves, individually or with a partner, to identify success against the learning objective and next steps
- Teachers plan time for children to respond to oral and written feedback and to discuss the improvements made

At a pupil level

Assessment data from diagnostic tests and day-to-day (formative) classroom assessment strategies ensure that pupils:

- have high expectations of themselves and know that learning is important and enjoyable and that everyone can improve
- have the opportunity to receive additional support to help them reach their potential
- understand the purpose and aims of the work they are engaged in
- recognise their achievements and understand the steps they need to take in order to make further progress both within lessons
- are involved in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment
- are sometimes engaged in creating success criteria for lesson objectives
- use success criteria to support self-assessment and peer assessment and are able to evaluate their own and others' work
- are regularly given time to respond to written and verbal feedback in order to improve their work

Feedback and Marking- see separate policy.

Target setting
The school has a number of ways that children are targeted, all of which are aimed at moving children forward. Planning is adjusted accordingly to meet these targets.

An English and Maths target is in the front of books, this is dated and should be updated termly - these should be individualised and should not relate to 'Non-negotiables'. Targets should be developed with the children as appropriate.

For pupils with SEND, Active Learning Mats will be reviewed regularly. For further information see the SEND Policy.

Individual targets and next steps are shared at parent consultation meetings.

We are aware of the need to keep the target setting process both manageable and constructive for both children and teachers. We acknowledge that it is an integral part of our practice and supports, encourages and challenges pupils. We encourage children to take increasing responsibility for targets and to judge their own progress towards achieving them.

End of year targets
Within our Foundation Stage, targeting is very much based on the individual child.

Staff use relevant EYFS documents to plan next steps based on a child's age and stage of development.

End of year targets for children in Key Stage 1 are based upon EYFS assessments. These targets are given for the areas of Reading, Writing and Maths.

Children in Key Stage 2 are given end of year targets that are based on their Key Stage 1 assessments results and in year tracking. These targets are given for the areas of Reading, Writing and Maths.

Reporting to Parents
Parents are invited to attend consultation meetings in the Autumn and Spring terms at which staff discuss progress and targets for individual children. In the Summer term, parents receive a written report on their child's progress during the academic year.

Year 2 and Year 6 parents receive their child's National Curriculum assessments. There is also an opportunity for parents to discuss this report with the class teacher should they wish.

Our school runs on an open door policy in which parents are welcome to make an appointment to come and discuss their child's progress with the class teacher at any time.

Monitoring of Teaching and Learning

We have an ongoing, whole school approach to the monitoring and evaluation of teaching and learning. At the start of each term a clear timetable for monitoring is presented to staff by the SLT.

The focus for monitoring is also derived from identified priorities in the SIP and draws on the following:

- direct observation of teaching
- scrutiny of pupils' work
- scrutiny of planning
- teachers' self-evaluation
- discussion with staff
- pupil interview
- discussion with stakeholders
- analysis of assessment results
- analysis of evidence from Active Learning Mats/Provision Mapping
- targets set at performance management
- governor visits and their reports

The key aim of this monitoring is to learn from good practice. It helps us to identify our strengths, recognise when improvements need to be made and inform us of the next steps to move forward.

Evidence from monitoring feeds into:

- SIP
- School Self-Evaluation discussions
- School Termly Monitoring & Evaluation Reports
- Subject Action Plans
- CPD Planning
- Classroom observations
- Performance Management
- Reports to the Governing Body
- Education Advisor discussions

The monitoring and evaluation of teaching and learning is carried out at all levels within the school for the SLT to subject leaders, class teaches as well as members of the Governing Body.

Subject Leadership

Subject Leaders have responsibility for the active management of their subject(s). They help to lead improvements in the teaching and learning in their subject areas and see their role as developmental. Subject Leaders monitor standards in their subject through a range of processes, such as data analysis, work scrutiny, planning scrutiny, teacher or pupil interviews and lesson observations. Subject Leaders gather evidence to demonstrate standards and progression across the whole school and have dedicated subject leadership time to carry out monitoring activities. They are expected to lead and seek appropriate CPD for staff, draw up Action Plans each year which are evaluated termly and present and write reports for governors, providing information about standards in the subject and recommendations for further development.

Conclusion

This policy for Teaching, Learning and Assessment reflects the consensus of the whole teaching staff and has the full agreement of the Governing Body. The implementation of the policy is the responsibility of all the teaching staff and the Headteacher.

Teaching staff are to make all support staff, supply teachers, pupils and parent helpers within the classroom aware of this policy.