

Teaching, Learning and Assessment Policy

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FYI: Version control should be used for all formal documents and managed as:-

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
1.1	14/01/25	Jo P	Updated with feedback and homework policy which has been discussed and agreed at January inset with staff.
1.1	29/01/25	Pete B	Agreed at Curriculum Committee meeting

Rationale and Aims

Our school vision is 'Let Your Light Shine' and we have four core values of love, joy, hope and forgiveness. These vision and values guide everything we do in school and our aim for children to achieve their academic potential and lead independent and fulfilling adult lives.

This policy is intended to ensure:

- Consistently good teaching, learning and assessment occurs across the school
- High expectations of individuals' work and commitment to learning are maintained
- Progress towards and against national standards for individuals, groups and cohorts is measured consistently across the school
- Teachers use formative and summative assessment to have a precise understanding of exactly what each pupil can do and what they know so that subsequent teaching and learning can be planned to address areas of learning that pupils have not yet understood
- Parents/carers receive accurate information about their child's progress, including how their child is doing in relation to the standards expected, and what their child needs to do to further improve
- Middle- and senior leaders, including Governors, can use assessment information to support judgements about the overall effectiveness of the school

Principles of Effective Teaching and Learning

Children

We believe children learn best when they:

- are happy and nurtured
- are confident, feel secure and are aware of boundaries
- are interested, proactive and motivated
- are challenged and stimulated through tasks which match their ability
- clearly understand the task
- achieve success and gain approval
- are reflective and have opportunities to discuss how they become 'successful learners'

Teaching Staff

We aspire to provide exceptional teaching and learning opportunities for all our pupils. For teaching staff to be effective in enabling all pupils to achieve, teaching staff will:

- have an in-depth **knowledge** of every pupil in their care and excellent subject knowledge with clear understanding of progression of learning in each subject
- communicate **high expectations** to all pupils clearly and use behaviour management strategies that ensure all pupils are able to focus on learning
- use range of **effective teaching strategies** and provide appropriate scaffolding to enable all pupils to become independent learners

- have a commitment to **narrowing the gap** for any pupils falling behind expectations and use appropriate strategies and actions from pupil progress meetings to help them to progress at an accelerated pace
- give **high quality feedback** to all pupils through marking and discussion, so pupils know how to improve
- assess with accuracy and use **assessment** to inform planning so every child has appropriately differentiated and challenging activities
- use high quality **training** to support their professional development

Effective Teaching and Learning

Our Principles of Effective Teaching and Learning are as follows:

1. A relational approach is used to ensure pupils are supported to be engaged which enables them to be successful learners.
2. Learning environments are well organised and carefully resourced so that pupils can make productive use of all of their learning time.
3. Pupils recall and review their previous learning before moving on to new content. They know what they are learning now and what they need to do in order to be successful.
4. Learning is appropriately planned from the National Curriculum so that it is engaging and sufficiently challenging for all pupils.
5. Precision vocabulary is explicitly taught and displayed in the learning environment.
6. Adults model learning concisely (using succinct language) and by 'chunking' content into small steps so that pupils can begin working independently as soon as possible. Technology (such as visualisers) is used to support modelling.
7. Teachers provide whole-class scaffolds (visual, verbal and written) and use support plans, resources and technology to ensure all pupils, including those with special educational needs, are able to learn more independently over time.
8. There is a suitable balance between adult and pupil talk and adults facilitate dialogic classrooms where agreed oracy guidelines and Talk Tactics are used.
9. Flexible groupings ensure groups are based on the relative difficulty of curriculum content and promote peer tutoring so that pupils are in groups in which they can learn from one another.
10. Adults use questioning skilfully to assess pupils, deepen pupils' understanding and address misconceptions.
11. Assessment for learning is used during lessons so that adults can check pupils' understanding frequently and adapt their teaching in response to the progress pupils are making. Regular assessment must inform future planning.
12. Adults use verbal and/or written feedback so pupils know what they are doing well and what they need to do to improve. Pupils are guided to plan, monitor and evaluate their learning and understanding (for examples using checklists to monitor their progress).

Oracy

We promote high standards of oracy in the ways described below:

- Oracy discussion guidelines (e.g. turning to face whoever is talking) are established (with the children) in every classroom and children are praised when following these. These guidelines ensure every voice is valued in the classroom.
- Teachers carefully plan the questions and discussions in their lessons and refer to our Oracy Guidelines and Talk Tactics Progression documents when doing so. This harnesses oracy to elevate learning.
- Children are given sentence stems to use which supports their speaking in full sentences and are encouraged to speak like a specialist when speaking.
- Children stand to speak when giving longer extended answers to questions
- Adults set high expectations for oracy across the school and facilitate dialogic classrooms through children responding to one another (rather than simple back and forth conversations between the teacher and children)

Feedback

Feedback is an essential element in the teaching and learning process, and in the promotion of high standards. To assist continuity it is important that there is a consistent response from teachers to children's work throughout the school. Children must have a clear understanding of the system being used if they are to gain the maximum benefit from this process.

Rationale

We aim for our feedback and marking to:




- Inform children as to how they can make further progress
- Provide opportunities for self-assessment
- Encourage the children to take a pride in, and responsibility for, their work
- Assess the level at which the children are working
- Develop interaction between children and teacher
- Ensure pupils understand that their work is valued by their teachers
- Enable teachers to adapt teaching in response to pupils' learning and make accurate assessments

Feedback in All Subjects

General

- Marking should be kept up to date and core subjects should be prioritised.
- Children are given verbal and written feedback in lessons wherever possible (e.g. as teachers read through a piece of work they provide verbal feedback to enable children to make corrections or improvements straight away).
- Every piece of work completed in pupils' exercise books should be acknowledged with either a sticker, stamp or short written positive comment (written comments should only be used where appropriate – for example if a child cannot yet read a stamp or sticker should be used instead).

- It is vital that children have time to act upon any marking feedback. Time for this should be built into planning so that children can complete tasks such as: making corrections, copying out corrected spellings, answering follow-up questions and editing/redrafting their writing.
- If a child has been supported in group work or with one-to-one support this should be indicated in the margin using the H0, H1 or H2 codes (as detailed below). Teaching assistants should also add this for the teacher.
- The marking code below details other codes teachers use when marking:

Marking Used	Meaning
H0	Work has been completed independently
H1	Work has been completed with some support
H2	Work has been heavily supported
✓	An answer is correct or something has been done well
.	An answer is incorrect
Ⓢ	An incorrect answer that needs to be corrected (once the correction has been made, adults put a tick through it)
SP	Spelling error
<u>whent</u>	The underlined word has been misspelt
P	Punctuation error
T	Tense error
^	A word or phrase is missing
//	A new paragraph is needed
/	A new line is needed
	A 'wish' for how a piece of writing needs to be improved
	Children use purple pen to mark and edit their work
	Yellow highlighter is used to aid children in forming their letters correctly, to indicate that a sentence or paragraph does not make sense and needs rewriting or that a part of a piece of writing needs to be redrafted and improved.

Handwriting

- We teach handwriting using the Pen Pals scheme of work and both adults and children write in accordance with the scheme's letter formations and joins in all subjects.
- Adults write in children's books using black or blue ink.
- Children write in pencil and use purple pen to mark and edit their work.

- When 'special friends' are taught in Phonics in Reception children are taught to join these letters and are then taught to start using joined handwriting from Year 2.
- Teachers may identify letter or number formations, sizing and joins that children need to practice in their marking.

Spelling

- Not every spelling error needs to be identified or corrected but teachers identify words that have been misspelt appropriate to the child's level of development.
- No more than three spelling errors should be identified in any piece of work – the spelling/s selected to be identified and corrected should be words linked to the child's spelling words, common exception words relevant to the child's age/development, words a child is continuously misspelling or those words relating to the subject, e.g. historical terms or Precision Vocabulary.
- Children may be asked to write out the correct spelling of a word three times and are encouraged to use a dictionary or Working Wall to aid their spelling or ask a peer or adult for support.

Self- and Peer-assessment

- Children are involved in self-marking which provides the child with immediate feedback and reduces teacher workload – for example in Key Stage 1 Phonics lessons children tick their own spellings and in Key Stage 2 Maths lessons children use the marking station to mark their own answers once they have completed a few questions.
- Where answers are more open-ended (for example reasoning questions in maths or explanation questions in reading) teachers mark these questions as opposed to children doing so.
- Where children have marked their own answers the teacher should look over their marking to ensure it has been completed accurately, but teachers do not need to double-tick the answers.
- Children in Key Stage 2 should be given opportunities to reflect on how successful they have been in meeting the learning objective and can indicate this to their teacher using traffic lights (children colour a small circle of red/yellow/green to indicate how well they feel they have met the learning objective) – teachers then use these reflections to adapt groupings and the support and scaffolding children are provided in the subsequent lessons.
- Children are also given opportunities to peer-assess one another's work verbally – for example children read one another's writing aloud to aid the writing editing process.

Feedback on Extended Writing Pieces

- For every piece of writing children are provided with a checklist of the success criteria they need to include in their piece of writing – these criteria will include the key features of a genre and the key milestones that have been taught during the writing unit. The number of success criteria given on the checklist will depend upon the age of the children, their development and the genre of writing. These checklists can be adapted to suit certain children's additional needs if necessary. Children can use these checklists as a scaffold as they write and don't need to have finished their piece of writing before self-assessing which criteria they have already used.
- On their writing checklists children can either tick off which criteria they have used (Key Stage 1 and 2) or use a colour coded key to underline where criteria have been used in their writing (Key Stage 2).

- Where a piece of extended writing will be completed across two sessions, teachers review the children's writing after the first half of the writing has been completed and before the second half of the writing is written so that their teaching, groupings and feedback in the second lesson can be adapted accordingly.
- During writing lessons and when children have completed a piece of writing, teachers tick things in the piece of writing that the child has done well (e.g. where a good choice of adjective has been made).
- In Key Stage 1, teachers underline the errors that they want the child to correct.
- In Key Stage 2, teachers mark extended pieces of writing using the following codes (usually written in the margin) to identify errors:
 - SP – spelling (words can be underlined or left for the children to identify depending on the child's needs)
 - P – punctuation (the type of punctuation omitted / used incorrectly can be made explicit depending on the child's needs)
 - T – the tense needs changing
 - ^ - a word or phrase is missing
 - // - a new paragraph is needed
 - / - a new line is needed
 - ✨ - a 'wish' for how a piece of writing needs to be improved
 - Yellow highlighter – this sentence or paragraph does not make sense and needs rewriting or that a part of a piece of writing needs to be redrafted and improved.
- Children are expected to use purple pen to correct the errors indicated with these codes at the start of the next lesson and so the number of corrections identified should be appropriate to the child's age and development whilst also ensuring that the number of corrections to be made does not exceed the amount of time children will be given to address their errors in the subsequent lesson.
- After every piece of extended writing marking, every child's work should be marked to include a short written positive comment and a 'wish' for how the writing can be improved. Adults draw the wish symbol next to the success criteria on the pupil's checklist that they would like them to address when editing and improving their writing. If a child has already successfully achieved all of the success criteria in their writing then their teacher will indicate that child's 'wish' following their checklist and will set them a challenging task to further improve their writing.
- Teachers use yellow highlighter to identify any parts of a child's writing that need to be redrafted – although every child will be given a 'wish' to complete to improve their writing, not every child will have parts of their writing to redraft.

Assessments

Statutory Assessments

Standardised Assessment Tests (SATs) will be administered at the end of Key Stage 2 and a phonics screening check will be administered at the end of Year 1. Although no longer statutory, SATs will also be administered at the end of Key Stage 1 to further inform teachers' assessments. Teacher assessment is also submitted in line with the framework/s for teacher assessment. The results are

analysed by middle- and senior leaders to identify trends and to evaluate teaching practice within the school.

Within six weeks of a pupil starting in Reception, staff gather evidence to create a 'baseline' assessment. This assessment is based upon observations carried out during child-initiated play and focused work carried out in groups with an adult. Teachers use judgements to determine the age band each pupil is working within across the areas of learning in the Early Years Foundation Stage curriculum, ensuring these assessments are moderated in school and out of school where possible.

Formative Assessments

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Teachers assess pupils against the areas of learning they have taught and use our teacher assessment tracking grids to record which pupils are secure in which areas of learning. This information is used on an ongoing basis to inform future teaching and learning.

Summative Assessments

Pupils in Key Stage 1 and Key Stage 2 are assessed periodically using a range of test materials (e.g. past SATs papers and Test Base summative test papers) to support teachers with making accurate teacher assessment judgements and provide pupils with the opportunity to rehearse completing SATs style tests. Teachers use careful analysis of test papers completed to inform the content of future teaching and learning.

Information for Parents and Carers

Three times a year, teachers provide parents/carers with clear information on how well their child is progressing and how well their child is doing in relation to national standards, and parents/carers contribute to the discussion to ensure pupils' individual assessments are accurate for children with SEN Support Records are reviewed termly with the Inclusion Leader, class teacher, parent/carer and, where appropriate, the child. End of year reports will comment on children's behaviour, attainment and progress and key assessment data will be included in these reports.

Homework

The quality of children's learning can be enhanced, and their achievement raised, when parents and teachers work in close partnership. Work taken home from school on a regular basis is an important means of encouraging and developing this partnership, for the benefit of the individual child.

We aim for the homework we set for pupils to:

- Reinforce, and at times to extend, work covered in class, particularly in English and Maths
- Encourage children to become independent and well-organised
- Help children begin to take responsibility for their learning
- Keep parents informed, and to encourage them to support the ongoing work of the classroom
- Encourage parents to become active partners with the school in raising the standards of achievement of their children
- Begin to prepare children for secondary school
- Make use of resources for learning available at home

Reading

We believe that reading should be at the heart of homework. All children should read at least five times per week, either with an adult or, as they progress, on their own. All children will have a reading record and will bring home with them a reading book. Their reading should be recorded in their reading records and they should bring their reading record to school with them. We expect all parents to participate with us in writing comments in this book too.

In addition to this, Year 5 and Year 6 children will also need to complete weekly reading or grammar/punctuation homework that is given out as a paper worksheet for children to complete in their homework books.

Phonics

The phonemes that children have been learning in school that week will be shared weekly with parents via a video to explain how to correctly say and write each sound. In Reception, children are given personalised lists detailing the sounds they need to practise more at home. Word lists will also form the basis of reading before books are sent home.

Spellings

In Reception and Year 1, children are given common exception word lists to practise spelling at home. All children from Year 1 are given lists of spellings to learn across the year. From Year 2 children are given a personalised spelling list that will detail the words children need to practise more at home. The school encourages parents to adopt the following method to practise spellings:

- Look: look at the word
- Say: say it, and focus on any particularly tricky aspect of the word
- Cover: cover up the word
- Write: write it down
- Check: check and repeat if necessary

Maths

All children are encouraged to use a variety of on-line maths resources and games. These include Numbots (Reception - Year 2), My Maths (Year 1 - Year 6) and Times Table Rockstars (Year 2 – Year 6).

Children in Year 1 and Year 2 will be set half-termly maths missions to complete – these will be based upon the mathematics that children will have been learning in school. Children in Year 3 to Year 6 will be allocated relevant work to complete on MyMaths. In addition to this Year 6 children will also need to complete weekly maths homework that is given out as a paper worksheet for children to complete in their homework books.

To practise times tables, each child in Years 2 to 6 have a Times Table Rockstars account which they use both at school and home. In addition, they may also be given Rainbow Maths times table sheets to support their learning of times tables.

Topic Work

In Key Stage 2 at the start of each term, children will receive a list of homework activities linked to their current topic. The list will include a range of tasks involving the use of different skills such as English, Maths, Art, Design Technology and Science. Children will be also be encouraged to use computers to present and research information. The topic homework is optional but it is hoped that parents will want to share some of the activities with their children. Children will be able to choose from a list of the activities to complete each term. Having choice over the task will help to motivate the children to complete their homework and to develop independent learning skills.

Amount of Homework and Timings

All classes will invite parents to a meeting at the beginning of the year where teachers will explain what homework will be set and when. The homework overview overleaf summarises the type of homework that children will be set in each year group:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Homework that everyone must complete	<p>Reading or practicing sounds five times per week and recording in your reading record</p> <p>Learning common exception words spelling list</p> <p>Learning new sounds that have been learnt that week in school and any others on their personalised sounds list</p>	<p>Reading five times per week and recording in your reading record</p> <p>Learning common exception words spelling list</p> <p>Learning new sounds that have been learnt that week in school</p>	<p>Reading five times per week and recording in your reading record</p> <p>Learning personalised spelling list</p> <p>Times Table Rock Stars</p>	<p>Reading five times per week and recording in your reading record</p> <p>Learning personalised spelling list</p> <p>Times Table Rock Stars</p>	<p>Reading five times per week and recording in your reading record</p> <p>Learning personalised spelling list</p> <p>Times Table Rock Stars</p>	<p>Reading five times per week and recording in your reading record</p> <p>Learning personalised spelling list</p> <p>30 minutes of weekly English (Spelling Punctuation and Grammar/Reading) homework</p> <p>Times Table Rock Stars</p>	<p>Reading five times per week and recording in your reading record</p> <p>Learning personalised spelling list</p> <p>30 minutes of weekly English (SPaG/Reading) homework (Terms 1 to 5)</p> <p>30 minutes of weekly maths homework (Terms 1 to 5)</p> <p>Times Table Rock Stars</p>

Homework that everyone should complete	Maths Challenges Numbots	Maths Missions MyMaths	Maths Missions MyMaths Rainbow Maths	MyMaths Rainbow Maths	MyMaths Rainbow Maths	MyMaths Rainbow Maths	MyMaths Rainbow Maths
Homework that everyone could complete		Numbots Online Maths Games	Numbots	Topic Homework	Topic Homework	Topic Homework	Topic Homework

Differentiation

All homework set will take into consideration the ability of the children. No work should be too difficult or easy. It should compliment the work being set in school. We encourage parents to give the teacher feedback on the homework set, particularly if it is felt that the homework is either too hard or too easy.

Holiday Homework

Extensive holiday homework is not set as children are entitled to a break too. However, we expect children to carry on reading over the holidays and practising their phonics as appropriate. In addition, Year 6 teachers will give pupils SATs revision to complete over the Easter holidays.

Checking of Homework

Teachers will regularly check pupils' reading records to monitor how often pupils are reading at home and will review children's progress with learning their spellings across the year. Teachers are able to review how regularly pupils are completing online homework on programmes such as Times Table Rock Stars and MyMaths however they will not mark this homework. Any concerns with a child's engagement with homework will be discussed at parents' evenings, open evenings or by getting in contact with parents.

Weekly English homework for Year 5 pupils and weekly English and Maths homework for Year 6 pupils is compulsory. The homework will be marked in class with the children. Children will be required to do this homework over lunchtime if it is not handed in on time.

If a child does not have access to online homework being set their parent should speak to their class teacher so that alternative arrangements, such as paper copies, can be made.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings/workshops to explain our school strategies for literacy, numeracy etc.
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school
- by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further

- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with children, and support for older children with their projects and investigative work
- providing three opportunities for formal parent/teacher consultations each year and being available for informal meetings throughout the year
- ensuring parent 'drop-ins' are available for any term where a parents' evening isn't scheduled

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We therefore request that parents and carers:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- read with their child five times a week at home and complete homework tasks set
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home–school agreement

The Role of Governors

The Headteacher and Deputy Headteacher are responsible for reporting on the quality of teaching and learning to the Governing Body. Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are used optimally to support teaching and learning
- check teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our performance management both promote good-quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the headteacher's reports to governors, termly pupil performance data analysis, learning walks, pupil conferencing, lesson observation and a review of the in-service training sessions attended by staff
- provide a strategic overview
- act as a 'critical friend' whilst supporting the work of the Head teacher and all other staff

Monitoring and Review of Policy

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy annually, or earlier if necessary. This policy was written in consultation with all members of the teaching staff.

Appendix- Assessment standards Reported

- For Writing:

- o Use evidence from children's English books and their Skills books to date where in children's writing you can evidence each of the criteria on the writing assessment sheets (which are stuck in the back of their exercise books)
- o To have successfully evidenced a criteria there should be at least three dated examples of where the child has demonstrated that skill
- o Remember children can have a 'particular weakness' in one area. This is the STA's guidance on particular weakness:

- o Once you have finished completing a child's writing assessment grid in their book you will need to input their end of Term 2 level onto Arbor. For years 1 - 6 the levelling system for writing will be as follows. At this point in the year we wouldn't yet expect children to be working at the expected standard for their year group.

W	Working towards year group expectations – has achieved all of the year group non-negotiables and all the working towards objectives
W+	Working towards year group expectations - has achieved all of the year group non-negotiables, all the working towards objectives and 50% of the expected objectives
E	Expected standard for the year group - has achieved all of the year group non-negotiables, all the working towards objectives and all the expected objectives
E+	Expected standard for the year group - has achieved all of the year group non-negotiables, all the working towards objectives, all the expected objectives and some of the greater depth standards
G	Greater depth standard for the year group - has achieved all of the year group non-negotiables, all the working towards objectives, all the expected objectives and all of the greater depth standards
G+	Greater depth standard for the year group - has achieved all of the year group non-negotiables, all the working towards objectives, all the expected objectives, all of the greater depth standards and some of the next year group expected objectives

- o The electronic trackers will allow each year group and class to know what gaps there are in the children's writing skills and how planning will need to be organised and adapted for future terms to give children the writing opportunities and teaching they need to demonstrate the skills they have not yet evidenced

For Reading and Maths:

- o For reading and maths you can use evidence from children's books, any tests and guided reading sessions to finish updating children's reading and maths trackers

- o You will need to have finished updating each child's trackers before you can input their end of Term 2/4/6 data on Arbor as you need to know what percentage of the objectives they've met
- o You can then use those percentages to input reading and maths data using the following system: