St. Andrew's CE Primary School

Teaching, Learning and Assessment Policy

Approved by:	Teaching and Learning Committee
Last reviewed on:	September 2024
Next review due by:	September 2025

Our school vision underpins our Teaching and Learning and St. Andrew's:

"Inspire a love of learning and enjoy life in all its fullness, ensuring that everyone can flourish and be the best that they can be."

This vision is built on the foundation of our five key values:

Courage   Curiosity   Joy   Love   Respect

We give each of these values equal weighting and through the development of a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure St. Andrew's CE Primary School provides the best possible school experience for every child.

We have designed our teaching, learning and assessment policy to ensure we strive for:
- High standards of teaching and learning in all classes
- Consistency of practice within and between all year groups.
- A shared belief in the way teachers teach, and children learn
- Everybody being clear about the roles they fulfil
- Equality of access and opportunity for all children
- Clear understanding of how the school's values are evident in practice

Curriculum Intent

Knowledge helps develop well-rounded, empowered citizens and widens opportunities and life chances. The specifics of what we want children to learn are important. Skills, vocabulary and conceptual understanding all contribute to form knowledge. Skills such as critical thinking and problem solving need to be taught within specific subject contexts. Students are empowered through knowing things and acquiring powerful knowledge. At St. Andrew's, we want children to develop into well-rounded citizens with a host of strong character traits that will emerge through being immersed in a knowledge-rich curriculum.

Learning is defined as a change to long term memory. We believe this represents the most powerful rationale behind the structure of our curriculum.

We believe that children learn best when:
- Subjects are taught discretely, so that both the knowledge and skills of the subject can be explicitly taught.
- Termly topics are used to allow children to make meaningful links in their learning, to provoke their curiosity, and to allow learning to be fun and immersive.
- Schemes of work are planned in advance and fully resourced so that learning can be carefully sequenced and a variety of learning activities included.
- The curriculum provides a clear progression model, supporting the layering of new knowledge on secure foundations and enabling children to build secure schemas.
- Units are planned to incorporate learning from cognitive science: spaced retrieval practice, formative low-stakes testing, and strategies to build fluency.
- Provided with opportunities to learn subject-specific vocabulary both prior to, and within lessons.
- Curricular visits are planned to deepen, enrich and build on classroom learning as well as giving children opportunities for personal development.
- When teaching and learning is a shared responsibility between the whole community
  – teachers, governors, support staff and parents.

Curriculum Implementation

We believe that:
- Teachers have high expectations of all children's learning and provide appropriate scaffolds to allow all children to achieve
- Lessons are planned with an understanding of children's prior learning
- Learning is most effective with spaced repetition i.e. children return to previously studied skills and concepts during their time at St. Andrew's.
- New learning is presented in an engaging and creative way, in small steps and with an understanding of how to reduce children's cognitive load.
- Teachers ensure pupils are active participants in their learning through a range of strategies: no hands-up, mini whiteboards, effective questioning and lesson delivery that is concise and engaging.
- Lessons are adapted to the demands of learners' needs. In-lesson assessment will inform whether the pace of learning can be sped up or slowed down.
- Opportunities to practise new learning are embedded to ensure new skills can be utilised and applied in different contexts with fluency
- Support and scaffolds are planned to ensure all children are able to access target learning while higher attaining pupils are provided with challenges to further deepen their understanding

Assessment

The ultimate purpose of feedback and assessment is to enable children to move forwards in their learning. Effective feedback and assessment informs the teacher of a child's attainment and therefore informs future planning; it informs a child of how well they have done and what they need to do next and it motivates them through celebrating success.

Principles:
There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
The most effective form of feedback is provided verbally, and immediately, by teachers or support staff
Every piece of work a child completes is monitored by the class teacher
Work is assessed promptly and feedback given as close as possible to the time of the work being completed, preferably within the lesson.
Assessment within the lesson is used to shape the course of the learning and inform levels of support
All adults working with the children are involved in giving feedback.
Children are given opportunities to respond feedback and to make improvements to their work. Clear strategies for improvement are given.
Assessment is used to inform target setting
Giving children opportunities to assess their own and each other's work builds children's metacognitive skills
Children's progress and attainment is formally monitored through termly assessments.

Children's work is assessed and feedback given in a variety of ways:
• Live feedback within a lesson, either verbal or written depending on the subject
• Small-group and one-to-one conferencing after a lesson
• Self and peer assessment
• Written feedback (in lessons which are not taught daily)
• Whole class feedback

See appendices for English specific feedback strategies