

Moulton Chapel Primary School  
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# Teaching, Learning & Assessment Policy



## Rationale

*We acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies that allow our children to learn in ways that best suit them. The quality of teaching has the greatest impact on our children's learning and the standards that they attain. Our school recognises that learning is a continuous process that involves applying and acquiring knowledge, skills and concepts alongside developing positive attitudes. Quality first teaching and high-quality learning experiences within all we do are key; in the discreet and hidden curriculum delivered.*

## Aims

*The aim of this policy makes the expectations and common agreed working practices explicit for our school and is therefore a key policy for our school. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.*

- *We want our children to enjoy their learning through experiencing success and by increasing their self-esteem.*
- *We want our children to become independent, confident learners who are increasingly responsible for their own learning.*
- *To strive to promote high quality learning and attainment for all.*
- *We want our children to become resilient, reflective, resourceful and reciprocal learners.*
- *We want our children to feel secure and comfortable in school.*
- *We want our children to acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds, the ability to question, share ideas and work co-operatively.*
- *We want our children to recognise and develop their own personal skills to the best of their ability.*
- *To ensure that all children access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression.*
- *We want our children to use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum.*
- *We want our children to develop an understanding of other beliefs, cultures and ways of life.*

## What will quality first teaching look like at Moulton Chapel Primary?

*Teachers will:*

- ✓ *Plan highly focused lessons with clear and sharp objectives.*
- ✓ *Build on what learners already know and are able to do.*
- ✓ *Develop and adapt their teaching and learning linked to ongoing assessment, the children's interest and questions.*
- ✓ *Actively involve children in their learning where there are high levels of pupil interaction and engagement with regular opportunities for pupils to talk about their learning both individually and in groups.*
- ✓ *Use high level questioning skills that promote and structure the development of pupil knowledge and understanding.*

- ✓ *Check children's understanding systematically, address misconceptions and provide accurate, clear and direct feedback.*
- ✓ *Model structures, processes and conventions by thinking out loud.*
- ✓ *Cater the lessons for a variety of different learning styles (visual, auditory, tactile and kinaesthetic).*
- ✓ *Include a variety of teaching styles and differentiated resources and activities that are relevant to children's needs and support the development of all children.*
- ✓ *Give clear explanations that help the children to understand abstract concepts and events that are outside their usual experiences.*
- ✓ *To link subjects and ideas together (cross-curricular).*
- ✓ *To make learning real and challenging.*
- ✓ *To use encouragement and praise to engage and motivate pupils and use this as a way of recognising and valuing their achievements and talents.*
- ✓ *Equip the children to be able to transfer skills and knowledge.*
- ✓ *Create an environment that allows the learning to focus on their learning and expect the children to have responsibility for their own learning.*
- ✓ *Expand the children's cultural capital by broadening their horizons beyond the classroom.*

*We believe that teaching is most effective when combining the following elements during a teaching session, as many times as necessary*

1. **Introduction to the session** – warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning
2. **Main teaching session** – new learning introduced, learning is modelled, learning is extended from previous sessions to enable children to feel confident in having a go
3. **Differentiated tasks and activities** – that require learners to think and develop their understanding either individually or collaboratively
4. **Pupils actively involved in reviewing their learning** – within an effective plenary. Pupils celebrating and sharing achievement and looking forward to the next step.

### **What will good learning look like in Moulton Chapel Primary?**

*We believe children who are experiencing good learning should:*

- ✓ *Ask questions*
- ✓ *Look interested and has excited eyes*
- ✓ *Participate in what is happening*
- ✓ *Perseveres*
- ✓ *Co-operates with others and allows them to participate equally*
- ✓ *Is kind and helpful others*
- ✓ *Asks for help*
- ✓ *Takes a risk and has a go*
- ✓ *Listens and respects others*
- ✓ *Can explain their thinking*
- ✓ *Shares ideas*
- ✓ *Tries different ways of solving a problem*

### **Layout and presentation in children's books expectations**

*Within children's books we expect to see:*

- ✓ *Children will use a pencil in their books in KS1 and LKS2.*
- ✓ *Children in UKS2 should have progressed to using a pen and a pencil in the Maths books.*

- ✓ Children will be taught to put one digit in one box in Maths books.
- ✓ All underlining will be done in pencil.
- ✓ Mistakes will be neatly ruled through with one line unless in Art / DT / Science.
- ✓ Children in KS1 are permitted to use rubbers in their workbooks.
- ✓ Margins will be used in all KS2 books.
- ✓ Topic pages will be used to show the start of a new unit of work. These will be teacher produced.
- ✓ All worksheets / sheets of paper are to be dated and marked.
- ✓ Learning Challenges will be printed out in KS1 and LKS2 for children to stick into their books.
- ✓ Year 4 children will begin to write their own Learning Challenges into their books in preparation for moving into Year 5 from the beginning of the summer term.
- ✓ Children in UKS2 are expected to write their Learning Challenges in their books unless there is a specific reason why they shouldn't.

### The learning environment

At Moulton Chapel Primary School we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- ✓ **Be welcoming and inviting** to children and adults by encouraging interaction and providing opportunities for good communication between home and school. It should reflect cultural and racial diversity.
- ✓ **Support and challenge learning** by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT. Also, by reminding children that they are working towards personal goals and targets in their learning.
- ✓ **Celebrate achievement and value effort** in the display and presentation of children's current learning across the curriculum. It should help to raise self-esteem and confidence.
- ✓ **Be stimulating and thought provoking** with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play.
- ✓ **Be warm, comfortable and clean** with the provision of suitable, functional furniture and fittings.
- ✓ **Create an environment** where children feel they belong and can foster a sense of pride within it.
- ✓ **Be safe and hazard free** both emotionally and physically.
- ✓ **Encourage co-operative and collaborative learning** and good working relationships, through the flexible use of space and the ability to whole class, group and individual learning.
- ✓ **Promote an appropriate atmosphere** for learning supported by the school's expectations.
- ✓ **Be well-organised and uncluttered** using available space to best advantage.

### Planning

Our plans are knowledge, concepts and skills based that follow a rolling programme due to our mixed aged classes. The plans are focused on the National Curriculum and Early Years Foundation Stage Curriculum which allows for cross-curricular opportunities and adheres to the principles of our school curriculum intent. It builds on building depth and breadth of knowledge and aims to support preparing our children for life in modern Britain. When planning staff use our progression guides to ensure that learning builds progressively within a unit of work.

### Long term planning and curriculum framework

Our long-term planning illustrates our thematic / topic approach to learning. It shows where themes/topics are linked to others and can build upon previous learning well. It also details the

*'special' experiences that the children should have as part of the theme/topic. The whole school rolling programme for learning is published on the school website.*

### **Medium term planning**

*Our medium-term plans set out the work that is to be covered over the term. Plans are available for all teaching and support staff to refer to on the shared staff drive. The medium-term plans show the sequence of learning week by week, they detail the objectives, a brief summary of what activity or task the children will complete and key vocabulary to be used within the lesson.*

Locate teaching sequence through: Curriculum overview, Progression document and any supporting materials



Identify what the key principles of learning for the children.



Structure the teaching sequence as a series of lessons by separating the learning into distinct steps.



Ensure coherence between lessons that are stimulating and transitions between lessons are clear.

### **Short term planning**

*Our short-term plans are the day-to-day plans for the learning. They too are stored on the shared staff drive and are accessible for teachers and support staff. The plans should be shared with any support staff before the lesson begins, this ensures that support staff feel well equipped and ready to support the children.*

*Short-term planning will follow the school format to ensure that all agreed sections are included this allows for other staff to quickly 'pick up' any lessons they need to cover.*

*Plan should be adapted in light of daily pupil achievement and the teacher's reflective practice.*

### **Learning Challenges and Success Criteria**

*The sharing of learning challenges and success criteria are a crucial element in the process of teaching and learning. By sharing the objective and success criteria, this allows the children to take be part of their own learning process.*

*In our school we ensure:*

- ✓ *Learning challenges are always displayed and referred to during a session.*
- ✓ *Learning challenges are clear, sharp, explained, age appropriate, are based on 'To know...', focused on learning not task.*
- ✓ *Children understand the purpose of their learning*
- ✓ *Activity instructions are clearly separated from the learning and success criteria behind them.*
- ✓ *Success criteria are discussed, and opportunities are given for the children to develop their own criteria.*
- ✓ *Success criteria should be process criteria to support the intended learning.*
- ✓ *Success criteria should be referred to during the lesson.*

### **The role of Governors**

*Our Governors, determine, support, monitor and review the school policies on teaching and learning in particular they:*

- ✓ *Support the use of appropriate teaching strategies by allocating resources effectively.*

- ✓ *Make sure that the school buildings and premises are best used to support successful teaching and learning.*
- ✓ *Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.*
- ✓ *Ensure that staff development and performance management policies promote good quality teaching.*
- ✓ *Monitor the effectiveness of the school's teaching and learning policy through the school review process, including information from subject leaders, the Headteacher and external advisors as well as a review of the in-service training attended by our staff.*
- ✓ *Monitor teaching strategies in the light of health and safety regulations.*

### **The role of parents**

*We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:*

- ✓ *Have a positive attitude towards school and learning, supporting and working with school.*
- ✓ *Make sure that their child has the best attendance record possible.*
- ✓ *Make sure that their child is equipped for school with the correct uniform and PE kit.*
- ✓ *Inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school.*
- ✓ *Attend progress meetings and parents' evenings.*
- ✓ *Support the school's expectations with regard to behaviour and attitude.*

### **Monitoring and Evaluating**

*The aims and objectives outlined in this policy are evident in the day to day working of the school.*

*This will be monitored through:*

- ✓ *Classroom observations*
- ✓ *The progress of the school development plan*
- ✓ *External inspection*
- ✓ *Local authority support*
- ✓ *Cluster group support*
- ✓ *Data held by the school*
- ✓ *Communication with children, parents and the rest of school community*
- ✓ *Staff professional reviews online with the performance management policy*

### **Assessment**

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

### **Why do we assess?**

*We acknowledge that there are three main types of assessment which fulfil important and different roles: summative, formative and diagnostic.*

*Effective assessment 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 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:**

*Pupils will be assessed in phonics and spellings through our SSP scheme. We use statements linked to the National Curriculum objectives to assess Reading, Writing and Maths. We assess against age related expectations for each year group and use teacher assessment and use pas SATS papers for reading comprehension, and White Rose Hub end of unit assessments and TT Rock Stars in Maths. Internal moderations of reading and maths assessments are carried out every term for all year groups.*

*Data will be analysed by the Assessment Lead (HT) at the end of each term.*

*Pupil Progress Meetings are led by the HT each 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*

- *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 adaptive teaching in planning*
- *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 the learning*
- *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 challenges, 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 challenge 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 – 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.*

*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 academic year a clear timetable for monitoring is presented to staff by the HT. The focus for monitoring is also derived from identified priorities in the and draws on the following:*

- *direct observation of teaching*
- *scrutiny of pupils' work*
- *scrutiny of planning*
- *discussion with staff*
- *pupil interview*
- *discussion with stakeholders*
- *analysis of assessment results*
- *targets set at performance management*
- *governor visits and their reports*

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*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. The monitoring and evaluation of teaching and learning is carried out at all levels within the school including subject leaders as well as members of the Governing Body.*

*We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of our school. We will review this policy annually.*

*To be reviewed: Spring term 1 2024*

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