

Hillesley

PRIMARY SCHOOL



Our vision, based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

Teaching, Learning & Assessment Policy

POLICIES LINK: **Behaviour Policy**, Curriculum Rationale statement, Early Years Foundation Stage (EYFS) policy, SEND policy

Approved by:

HILLESLEY
PRIMARY SCHOOL
GOVERNORS

Date: January 2023

Next review due by:

2027

1. Aims

This policy aims to:

- › Explain how we'll create an environment which is underpinned by positive care and Christian values, nurtures high self-esteem and self-worth, enabling our pupils to achieve their potential
- › Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching, learning and assessment across our school
- › Promote high expectations and raising standards of achievement for all pupils in our school
- › Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

We believe that pupils learn best at our school when:

- › they develop the attributes that allow them to be great learners and thinkers.
- › have the opportunity to access and master all learning; it is our job to ensure that all children are enabled to do this.
- › can learn through deep learning experiences.
- › have access to a rich curriculum is delivered through carefully crafted sequences of learning.
- › Individual lessons are precisely structured in order to create learning, not deliver teaching.
- › classroom practice is based on sound pedagogy as we believe that children learn best through collaboration and enquiry.
- › assessment in all its forms is at the heart of teaching and learning to gives direction and impact to what we do

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Actively engage parents/carers in their child's learning though sharing information via our weekly newsletter ([The Hillesley Spirit](#)), our school website (www.hillesleyprimary.com), open/information mornings/evenings, homework celebrations, Celebration Worship, emails and letters, including clearly communicating the purpose of home learning.
- › Update parents/carers on pupils' progress via a minimum of 2 parents' evenings per year and an annual written report written report on their child's progress
- › Meet the expectations set out in this Teaching, Learning and Assessment Policy, our Curriculum Rationale and Behaviour Policy
- › Embrace CPD opportunities and act upon feedback in order to support the development of best practice, which will realise the full potential of learning outcomes for all children.
- › Have a 'Growth Mindset'.

3.2 Support staff

Support staff at our school will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Use agreed assessment for learning strategies
- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Identify and use resources to support learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners
- › Meet the expectations set out in this Teaching, Learning and Assessment Policy, our Curriculum Rationale and Behaviour Policy

3.3 Subject Leaders

Subject at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject/phase
- › Encourage teachers to share ideas, resources and good practice
- › Meet the expectations set out in this Teaching, Learning and Assessment Policy, our Curriculum Rationale and Behaviour Policy

3.4 Headteacher

The Headteacher at our school will:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all
- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning

- › Provide support and guidance to other staff through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly
- › Meet the expectations set out in this Teaching, Learning and Assessment Policy, our Curriculum Rationale and Behaviour Policy

3.5 Governors

Governors at our school will:

- › Ensure that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

3.6 Pupils

Pupils at our school will:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required
- › Meet the expectations set out in this Teaching, Learning and Assessment Policy, our Curriculum Rationale and Behaviour Policy

3.7 Parents and carers

Parents and carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning

› Support and give importance to home learning

4. Planning

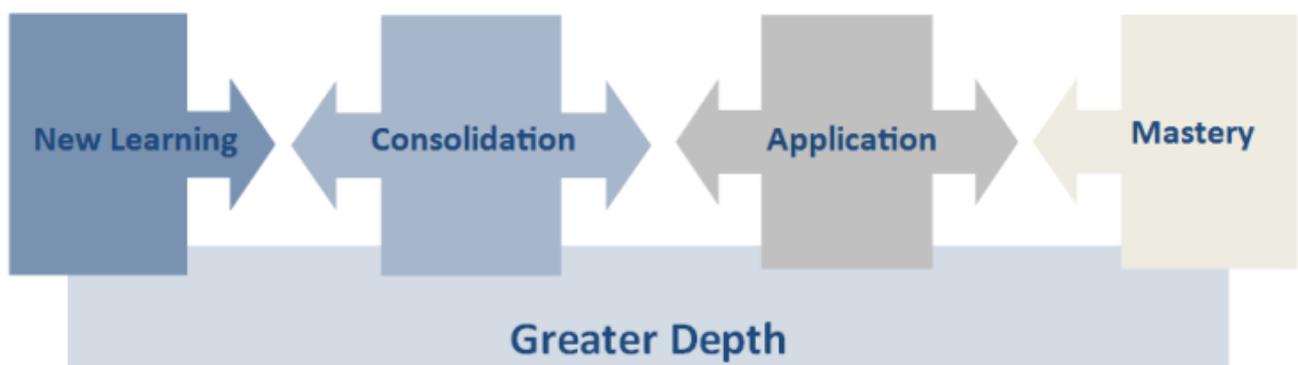
Our curriculum is planned upon seven principles:

1. As a Church of England school and in line with the Church of England's Education Office we aim to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Our aim is to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.
2. Enjoyment every child should be able to enjoy learning new ideas, knowledge and skills.
3. Challenge we aim to provide challenge so all children develop resilience and continue to make progress by developing the capacity to think conceptually, ask questions and make links between and apply their knowledge and understanding.
4. Personalisation by tailoring teaching and learning to cohorts and individual learning styles, we aim to encourage children to become self-motivated, self-regulating, creative and independent learners.
5. Coherence and relevance making use of both discrete teaching and learning of core subjects and an inter-disciplinary approach, we aim to help the children make links in their learning so they can develop a sense of the world, be able to rationalise and problem-solve.
6. Celebration successes, progress, individual and team/community successes are celebrated and held in high esteem to encourage self-confident learners who are willing to try hard for personal success and to support others in their learning journey.
7. Progression we aim for every child to make very good progress and to reach their potential, being "secondary ready" by the time they reach Year 5 and 6.

Learning is based on a 'mastery' approach whereby all pupils can acquire all learning. In a mastery learning environment, we ensure that we plan sufficient time and employ appropriate instructional strategies so that all students can achieve the same learning.

Greater depth: Defining learning at greater depth isn't straight forward. It is complicated by the use of the term to describe attainment at a higher standard in national standardised tests. Some children will be working 'at greater depth'. This will be an overall judgment showing they have mastered learning and can transfer and apply this to a range of contexts, make connections and explain/teach concepts to others.

Children working at greater depth tend to acquire and consolidate new learning quickly. They are likely to engage with deeper learning and higher order thinking skills more frequently and therefore need activities to suit their learning needs.



The model above shows how learning moves quite fluidly between different stages (Bloom's taxonomy, 2001)

Teachers plan a sequence of lessons so that pupils are introduced to 'new learning' and are continually provided with opportunities to consolidate and apply their knowledge, understanding and skills. Teachers plan for a range of learning opportunities that support all learners to move through each stage.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching, learning and assessment in the early years.

5. Learning environment

When pupils are at school, learning will take place in a variety of learning environments including classrooms, the library, outdoor spaces such as Forest School, the friendship garden, the school allotment, and the Old Chapel Hall. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- › Interactive whiteboards in each classroom
- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Displays and posters of material pupils have previously learned about and can identify
- › Accessible resources for learning such as laptops, iPads, books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate
- › Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are gifted and talented/most able

We will support pupils by:

- › Using support staff effectively to provide extra support
- › Working with our SEND coordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- › Using ability groupings for certain subjects where appropriate
- › Providing writing frames and word banks

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on our school website, Google Classroom and emailed home.

8. Marking and feedback

Marking can provide the opportunity for praise for success related to the lesson objectives and success criteria. The nature of written comments varies according to the age and individual needs of the children, but most marking and feedback is verbal and immediate. In general, comments should be positive, nurturing and developmental and based on the teacher's knowledge of the individual child's next steps, learning styles and additional needs. This will apply to marking done in all subjects.

Work will be marked in a different colour from pupils' work. Children are also encouraged to use a purple pen to edit their work and to respond to teachers' comments.

It is important to allow opportunity for the children to respond and discuss with the teacher, where appropriate. As far as possible, work will be marked in the presence of the child so that suggestions, praise and other comments can be given during and shortly after production of the work. When this occurs, for example when working with an individual child, the teacher can indicate that verbal feedback has been provided by marking – VF, where appropriate and useful to the individual. At Hillesley School this type of marking and feedback is extremely effective as we have small class and group sizes, allowing for on-going discussion and immediate feedback.

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Pupils should also be encouraged to take responsibility for their work and to amend, reflect on and edit, and have time to evaluate their own work where appropriate.

Teachers will make a note of common errors, points for individual praise, or points for development and discuss these with the individual, group or class. Team points and stickers will sometimes be awarded for effort and success. In Mathematics, a tick indicates the work is correct. A dot means it is wrong. A circle can be used to indicate where errors have been made. If work needs to be corrected, the teacher can write a comment to that effect. In KS1, a dot indicates an error. This is changed to a tick when the error has been corrected.

Our aim as teachers is to produce enthusiastic writers, who recognise the importance of spelling and grammar. It is not our intention to correct every single spelling error. Teachers will mark in relation to lesson objectives. The purpose of marking is to extend pupil skills and knowledge. This means that some errors may not be corrected if this is felt to be inappropriate or would have a demoralising effect on the child, so as to encourage solid foundations of learning for growth. In this way staff will be responsive to individual children's needs.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Every child's progress is closely measured so we can make sure we provide the best possible and highest level of support.

➤ Early Years Foundation Stage Profile

When a child starts in Reception, baseline assessments are carried out and then the child is assessed throughout the year using the EYFS categories: Communication and language; Physical development; Personal, social and emotional development; Literacy; Mathematics; Understanding of the world; Expressive art and design.

Teaching staff add information to an assessment profile for each child. The assessment descriptors are – Emerging; Expected; Exceeding.

Progress against the Early Learning Goals are discussed at regular staff and pupil progress meetings and then shared and discussed with parents at Parents' evenings. Every child has a Learning Journal in which photographs, comments and activities are recorded. These Learning Journals are regularly available to parents and provide a highly individualised record of each child's learning and growth.

Assessment information will be used to inform planning and to identify children who may need extra support. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. All this information will contribute to Pupil Progress meeting discussions and toward accountability data.

➤ **Year 1 – Phonics Screening Check**

All children in Year 1 will participate in a Phonics Screening Check. This assessment will be administered by Key Stage 1 staff and the results are included within each Year 1 child's Annual Report.

➤ **SATs (Standard Assessment Tests)**

Currently, children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

➤ **Years 1 to 6 - School Assessment**

Pupils will receive an annual written report which will detail teachers' summative assessments. Summative assessments for children in Years 1 to 6 will be recorded on an assessment sheet using our school's in-house assessment system. Children are assessed against the following descriptors:

With each year group - emerging 1 developing 1 expected 1 exceeding 1
 emerging 2 developing 2 expected 2 exceeding 2

We record assessment information in each child's individual pupil progress file.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The headteacher will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Gaining pupil voice
- Planning scrutinies
- Book scrutinies
- Moderation with other local schools

The governors will monitor and evaluate teaching and learning in our school through:

- Monitoring visits by subject link Governors
- Regular reviews by the Teaching & Learning Committee
- Reviewing progress updates in each Headteacher's report to the Governing Board

11. Review

This policy will be reviewed at least every four years by the headteacher and Governing Board.