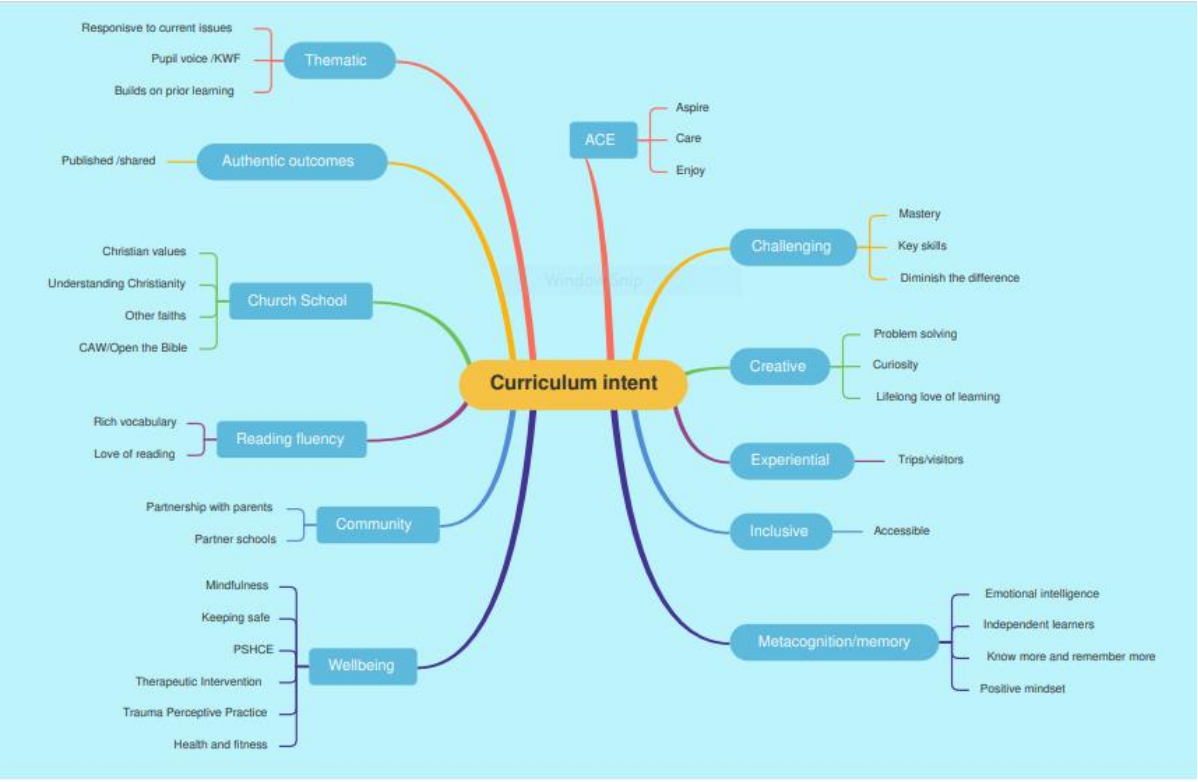
St. Peter's Church of England (VC) Primary School

Teaching, Learning and Assessment Policy

October 2024

The purpose of this policy is:

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice



Intent

St Peter's Primary C of E School is a Church School and we therefore maintain a clear Christian ethos. As the local primary school we aim to respect, understand and welcome everyone regardless of their culture and faith.

ACE Aspire Care Enjoy

St Peter's Primary C of E School Curriculum Plan takes its fundamental objectives and aims from the National Curriculum 2014 document and also provides planned opportunities that make up the wider curriculum resulting in a vibrant and highly enriched curriculum

We believe that the School Curriculum should be broad and balanced, offering children the opportunity to achieve success in all areas. The curriculum has been devised to allow teachers to plan and deliver exciting and engaging learning experiences for the pupils within their classes. We follow a thematic-based approach to learning, in the belief that children learn best when logical connections are made between different aspects of their work to provide the children with a broad range of skills and knowledge based learning each term. We embed purposeful, real-life experiences and opportunities for learning outside the classroom within the planning to provide enrichment opportunities. The themes take their lead from the EYFS, Key Stage 1 and 2 Programmes of Study. We aim to follow the children's interests and levels of knowledge, linked to an understanding of their place in the world. Therefore, the thematic planning is dynamic as the term progresses. When appropriate we will teach some of the foundation subjects in blocks to ensure a depth of learning and the coverage of objectives within all of the subject areas. To celebrate the learning that takes place we plan for authentic outcomes and opportunities to share their knowledge and understanding with others.

We believe passionately in giving the children ownership of their learning. We support our children in becoming 'aspirational' – aiming high – in order to make the most of their learning opportunities. We encourage them to challenge themselves and to develop a positive mindset, learning from and valuing mistakes. We recognise that opportunities to revisit and practise skills and knowledge help to embed them in long term memory. We believe that if they enjoy and achieve success in their learning they will continue as life- long learners, seeing the importance of curiosity and creative learning as a part of their life experience. Teaching and learning is matched to a range of learning styles; is adapted to allow access for all; and makes the most of our developing provision in ICT to support this.

The English Programme of study is used to complement the teaching of other subjects but its fundamental aim is to raise pupil attainment in spoken language, reading, writing, grammar, punctuation and spelling.

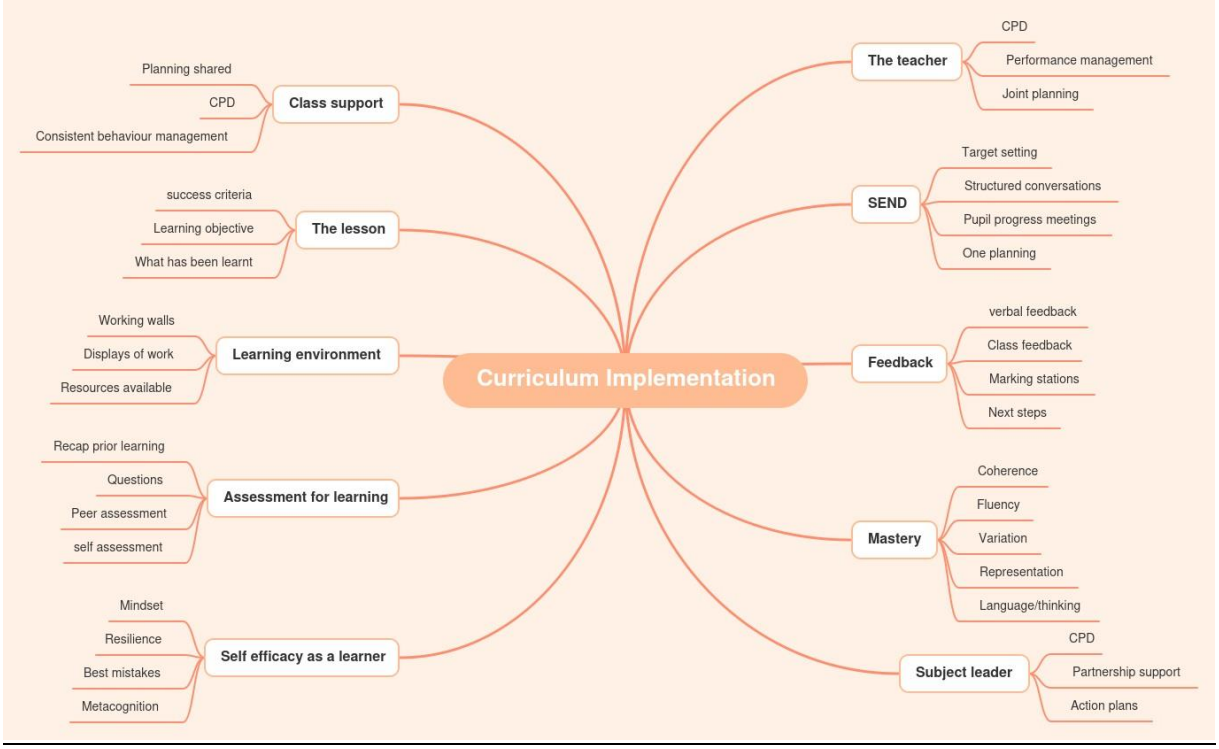
Mathematics is taught as a discrete subject. In addition, teachers plan opportunities to use a range of strategies to develop pupil's understanding of the subject through other subject areas.

The teaching of British Values underpins the curriculum and is embedded in P.S.H.E (including Citizenship), R.E and whole school assemblies

St Peter's Primary School believes in an active partnership between school, pupil and home. We view parents and carers as integral to the educational success of their children. As such, we aim to foster strong links with all adults involved in our children's care. We provide regular opportunities for parents and carers to come into the school environment and celebrate their children's learning. These opportunities include celebrations, class assemblies and learning workshops for parents and carers on subjects including; developing early literacy skills; approaches to mathematical calculations and assessment and monitoring procedures across the school. We also offer a termly 'Parents

Forum' when we address current issues and give parents and carers the opportunity to ask questions or find out further information about our school.

Implementation



Teaching

Research Informed Pedagogy

Evidence-informed practice lies at the heart of teaching methodology and we ensure we keep ourselves fully apprised of any developments and innovations in pedagogy that will maximise our pupils' learning outcomes. We use high quality and reliable sources of research evidence such as the EEF, National Literacy Trust and White Rose Matrix Hubs. In our classes this will be demonstrable through:

- Use of spaced repetition and other strategies to enhance factual recall, automaticity of skills and help children develop permanence in long term memory
- Development of a mastery-based approach
- Teaching and applying the use of meta-cognitive skills and questioning to develop pupil's concepts of themselves as learners, their agency in making progress and the ability to plan, create and evaluate against success criteria in their lessons
- Clear emphasis on development of speech and language skills with use of "instructional talk" techniques, and high quality speech models/interactions with adults

- Direct and explicit teaching of vocabulary to close the "vocabulary gap" and help children access their learning environment, with consideration to their home learning environment and experiences
- Clear use of modelling by the "expert" and using the "FAME" approach when delivering input

We expect:

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or subject coordinators. The Performance Management Cycle will identify additional training needs which will be provided from within our own staff or by visiting and working with staff from other schools or attending courses. Whole staff training needs will be met by external providers.
- Staff to plan appropriately for all groups of children and access high quality resources. Teams will have time to plan together each week and the plans will be stored in a shared area. Plans will enable subject leaders and SLT to monitor provision and will be in sufficient detail to support HLTA or Supply teacher cover in the event of teacher absence.
- That every lesson has a clear Learning Objective which is explained to the class and which is revisited throughout the lesson
- That all lessons demonstrate key elements of good AfL practice
- That activities include elements of mastery to ensure that children explore, develop and practise new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, mixed and ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding and talk partners.
- Staff to provide appropriate resources which support learning outcomes and provide challenge and opportunities for enrichment and deeper learning for the more able
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess children regularly and gather evidence to support future planning
- Staff to prepare for Pupil Progress meetings
- TAs to be fully involved in lessons
- Staff to regularly review and mark children's work in line with our feedback expectations- see below
- Staff to encourage children's independence
- Learning during the lesson to be reviewed and assessed against success criteria

The lesson

A lesson does not have to follow a three -part structure but all lessons should contain elements of the following AfL elements:

At the planning stage:

- Use assessments from the last lesson assessment related to success criteria with a clear understanding of the children's prior learning

- Plan opportunities to check that children are secure/ require reinforcement with mini-plenaries, include opportunities for peer and self- assessment
- Generate open ended questions, adapted to assess understanding of those working at a 'higher standard' to provide further challenge.
- Use information from distance marking - responses from children to teacher's comments
- Be clear on the expected learning outcomes. How will you know that the children 'know more and remember more' as a result of the planned learning

<u>During the whole class input</u>

- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning—What did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria, when appropriate – children can generate their own – what will make this a good piece of work? How will I know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding and to enable the retrieval of prior learning
- Ensure activities are engaging and varied
- Give children the opportunity to discuss with talk partners

<u>Main Activities</u>

- Children will be offered adapted and extended challenge activities when appropriate and will be encouraged to choose their own level of challenge.
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example – have they achieved all elements of the learning objective?
- Consider enrichment or greater depth learning activities, and ways for the children to be independent/self -checking whilst the staff are working with focus groups. They should also be encouraged to share work with a partner to identify areas to improve.

<u>Review of learning</u>

- Revisit LO and Success criteria—what have we been learning about today? Have we achieved all of the success criteria? What have we learnt?
- Peer/ self-assess work against success criteria—make an improvement.
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners
- Use of lolly sticks and other strategies to select children to answer.

<u>Talk Partners</u>

The children will have the opportunity to work and discuss their learning with their talk partner across all areas of the curriculum.

<u>Feedback</u>

When giving feedback, adults should always consider how it will help children answer these three important questions:

1. Where am I going?
2. How am I going to get there?
3. Where to next?

Teachers need to be aware of their children's learning levels (novice, proficient and competent) and provide feedback at the appropriate level:

1. Task/product level (for novices)
2. Process level (for proficient learners)
3. Self-regulation level (for competent level)

Research has shown, that rapid "in the moment" feedback or "conferencing" (verbal) is the generally the most effective method of feedback and therefore, should be the form of feedback prioritised by teachers. This is encapsulated as "Should I relearn….Practise again…Move forward."

Feedback serves the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Feedback should be a process of creating a dialogue with the learner, through which views on improvement can be exchanged and questions asked, leading to a shared understanding of next steps.

- All feedback - whether verbal or written - should be received with a growth mindset in the belief that mistakes are an important aspect of learning and that there is always room to improve.
- The difference between an open and closed learning objective will be reflected in the feedback that is given.
- If there are too many comments or annotations the child may find it overwhelming which may affect their motivation and self-esteem. Teachers therefore use their professional judgement to correct errors, e.g. spellings, grammar, punctuation, calculations and factual inaccuracies. We believe it is important to emphasise the positive aspects of a child's work to maintain their motivation.
- We believe that verbal feedback in the lesson is a very powerful tool and that an immediate response will have greater impact, when possible.
- We encourage the use of marking stations where suitable to ensure that the children reflect on and are challenged in their learning.
- We encourage the autonomy of learning with the use of self and peer marking where appropriate
- The use of a visualiser or iPad can be used as a tool to give whole class feedback as an example of 'what a good one looks like' (WAGOLL) or if a child is confident to share areas in their work to improve. Group summary feedback to a whole class can also be a valuable tool.
- Working wall displays can also be used to illustrate examples of success criteria being met.
- Work must be marked promptly if it is to have an impact on assessment and future lesson planning
- Teachers use a purple pen to mark work. Children respond to the teacher's feedback using a green pen.
- Children need to understand the marking criteria so they know what the teacher's expectations are. Children need opportunities to read their teacher's feedback in subsequent lessons and be given the opportunity to respond and improve work. Comments should be written in language which is easily understood by the child. Comments will be made that are relevant to subject learning, providing feedback on specific skills or knowledge acquisition where appropriate.
- It is not always appropriate or useful to mark every piece of work in depth but it is essential that the teacher acknowledges that the work has been viewed.

- All detailed marking outside of the lesson (distance marking) should be manageable and only carried out if it will have a direct impact on pupil progress.
- Subject marking should be based on the subject learning objectives and expectations but will take into account the correction of repeated GPS errors
- Where HLTAs have covered the lesson the work will be acknowledged with a stamp in conjunction with verbal feedback given during the lesson

Maths feedback

A daily L.O. working document will be kept: this can be a simple class list with daily objectives which are then highlighted in red, amber or green to reflect the children's understanding of the lesson. This will also allow for the recording of absences and interventions. This allows children to be clearly tracked and future planning to be adjusted accordingly, as well as informing termly tracking on Insight. Therefore, LO does not need to be ticked in the child's book.

Encourage self-assessment where possible; this should still be checked over by the teacher to check for misconceptions. Children can then write 'SA'.

Fluent in 5 and Flashback 4 style activities (at the start of a lesson) are completed in the back of maths books or on whiteboards.

Written comments will only be made if relevant and necessary - there is no expectation that comments are written. However, misconceptions or mistakes should be acknowledged and addressed.

See Appendix for marking symbols.

Meeting the Needs of all Pupils

To ensure that the curriculum meets the needs of all pupils the provision will be adapted to support the children with additional needs and to challenge those working at a 'higher standard'. To enable access to learning, a personalised curriculum may be planned as needs are identified.

SEN

A register of pupils with SEN is kept and updated by the SENCo. Pupils with SEN will be set individual learning targets as detailed in their One Page Profile or ECHP

Additional provision for children with Special Educational Needs is detailed in our SEN policy.

Children working at a 'higher standard'

Children will be identified and discussed in pupil progress meetings based on current and prior attainment. The criteria for identification is that they have achieved a higher level of attainment in summative and formative assessments, as well as being able to independently demonstrate the application of learning skills across the curriculum.

In EYFS the children will have been identified from the Baseline Assessment or during the year as working at above age related expectations. Children in Years 1 to Years 6 working significantly above age-related expectations will be assessed as working at 'greater depth'.

When appropriate, enrichment activities will be provided to enable the children working at a higher standard to deepen and extend their learning within the day-to-day curriculum. This may be in the

form of adapted or extended mastery challenges within the learning objectives or the opportunity for the children to demonstrate their learning by presenting to others, presenting in a different format or creating their own extension learning activities.

Within other areas of the curriculum children working at a higher standard will be encouraged to extend their learning through challenges and where appropriate will be given the opportunity to participate in extra-curricular activities.

The Learning Environment

- The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school
- Its creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence
- We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility for it.
- The resources should be accessible and well organised to enable all independent use
- Children should be taught to respect their property and the property of others and to keep the classroom and corridors tidy

We will ensure that each EYFS, KS1 and KS2 classroom has:

- Clearly labelled resources
- The school rules
- Procedure for Fire drill and fire exits
- Learning/working walls for English (including phonics) and maths
- RE display and CAW Christian Value and Cross displayed
- A book area (see Reading Framework for guidance)

Display

- Teaching staff are responsible for classroom displays and displays in shared areas of the school
- Display should reflect the current learning taking place in the classroom and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained.

Subject leaders and team leaders are expected to:

- Take the lead in policy development and the implementation of the curriculum; ensure subject policies are reviewed and implemented; complete subject action plans which are monitored and updated
- Support their colleagues in their development of mid- term and short-term plans and in assessment and record keeping activities
- Participate in SLT and team meetings as appropriate.
- Monitor progress and greater depth learning in their subjects/year groups and advise the headteacher on action needed
- Have an understanding of the expectations for progression and assessment within their subject through all key stages
- Take responsibility for the purchase and organisation of central resources for their subjects

- Keep up-to-date through reading and attending relevant courses.
- Be aware of full and balanced curriculum coverage within their subject and/or team planning
- Engage with governors to enable subject monitoring to take place

Impact

Assessment

At St Peter's C of E Primary School, we share the belief that consistent use of assessment for learning should:

- Enable children to demonstrate what they know, understand and can apply
- Be used to make children aware of their individual learning targets
- Ensure children are aware of the learning outcomes and success criteria to support their means of achieving success
- Give children positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan adaptive work that addresses the learning needs of each child
- Involve children and teachers in recognising what needs to be done to improve work
- Inform the target-setting process by identifying areas that will support the progress and greater depth learning of individuals and groups of children
- Be used to provide information for parents during consultations and inform home learning tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning

Forms of assessment

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place.

Formative assessment involves both child and teacher in celebrating successes that have been achieved, as well as identifying areas for development, so that next steps can be carefully planned to meet individual learning needs. When formative assessment, or assessment for learning, is embedded in our daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. This will give individual children the opportunity to make good progress and achieve their potential. Assessment for learning involves sharing learning goals, effective questioning and use of oral and written feedback. For further details about Assessment for Learning (AfL) see below. We use Tapestry (preschool only) and Seesaw to evidence learning and share with parents and carers.

Summative assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular standard. We use the Cornerstones Assessments or SATS assessments each term to provide a standardised assessment in reading, maths and grammar, punctuation and spelling (KS2 only). The use of moderation with teams, across Key stages and with other schools helps to ensure the consistency of judgements. Teachers' complete data returns for the core subjects into Insights each term. The data records where each child is currently working related to age related expectations for their year group. The data is analysed each term to determine the percentage of children in each class and each year group working at the age related step within the year group. The % of disadvantaged pupils and pupils with SEN is included in this analysis. The analysis will then be shared in SLT meetings, with all teachers in team meetings and

with governors in a data meeting. Teachers have Pupil Progress meetings with the SLT after data returns to discuss the progress of children in their class. By the end of the year the majority of pupils would be expected to be working at age related expectations, with those significantly above or below age related expectations making expected or accelerated progress in relation to their individual targets.

External Assessment

The children in EYFS will take part in the Reception Baseline Assessment during the first six weeks of the school year.

Children in in Year 1 undertake the phonic screen in the summer term. The results are shared with parents and children who have not passed in Year 1 will complete the screen in Year 2.

The children in Year 4 will take the Times Tables Check in the summer term.

Year 6 children take statutory KS2 SATs tests in May. The results are sent to the DFE and are shared with parents and published in national assessment tables.

Diagnostic assessment

This is used when a child is identified as not meeting age related expectations. The assessments identify a child's learning strengths and difficulties so that the appropriate help and guidance can be provided. This may be in the form of additional interventions. This is organised and led by the school's SENCo and may involve consultation with agencies working in partnership with the school to support individual children. This often informs the process of setting individual targets using the One Page Profile agreed with parents for children on the SEN register. The SENCo is responsible for deploying staff and planning an overview of intervention programs to meet the needs of children that require additional support.

Records of progress kept for each child:

- Insight data is updated on a termly basis by class teachers
- At the end of each academic year essential personal/ medical / social information will be shared with the next class teacher.
- Cornerstones data – we use the standardisation results each term to moderate assessments
- Records are retained throughout the child's time at the school and passed on to secondary school when pupils leave

Reporting to parents

Parent Consultations evenings are held in Autumn and Spring term to report to parents face to face on their child's progress.

Written reports are sent out at the end of Autumn and Spring term via Insights. These include attainment data for Reading, Writing and Maths, including targets, as well as attendance %.

An end of year written report is sent to parent via Insights. This reports attainment data for Reading, Writing and Maths along with written teacher comments and attendance %.

Parents are encouraged to meet their child's teacher by appointment to discuss particular concerns.

Whole School Marking Codes

I	Independent learning
TA	TA support
CT	Teacher support
GW	Guided writing
NS	Next steps
Sp	Spelling (errors to be underlined if necessary)
CL	Capital letters
.	Full stop
//	New paragraph
	Finger space
✓✓	Learning objective met
✓	Learning objective partially met
~~	Please clarify
WD	Work discussed
.	Check it / look again