



TEACHING, LEARNING AND ASSESSMENT POLICY

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Signed by Chair of Governors:	Signed by Head Teacher:
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VICARAGE POLICY FOR TEACHING, LEARNING AND ASSESSMENT

Introduction

- The teaching, learning and assessment processes lie at the very heart of the school's work and the vision of what it is we want to achieve.
- All other policies and practices impact upon pupils in the context of the classroom. This policy puts the aims of the school into classroom effect.
- The nature and quality of classroom practice is the single most important factor-determining pupil's achievement.

Aims

- To establish across the school an agreed set of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring teaching and classroom practice.

1. Display

Displays should be changed regularly and all children should have opportunities to have their work displayed. Displays should be looked after and repaired or replaced if torn or spoilt. Classroom displays must reflect current learning.

All communal displays must have borders, backed pieces of work with explanatory labels. Lettering should be of a high standard, created on a computer or written **neatly** by hand using the Letter-join font. Headings and labels must be labelled horizontally. Work related to themed events must be evidenced in class and subject leader learning journals.

Conditions for Learning

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school.

The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.

As a school we will have classroom environments and displays that support the child, teaching assistant and teacher in the learning process.

We will do this by ensuring that each classroom has:

All subjects:

- A tidy classroom, free from clutter.
- History Timeline
- Marble containers linked to class expectations
- Significant achievement chart
- Displays showing children's work, supported with key questions about the learning processes involved.
- Displays should be interactive and demonstrate the use of key vocabulary, reflecting current work.
- Interactive tables / areas- displaying equipment and resources
- Classrooms must reflect cultural diversity .i.e.-photos and maps
- Children's' accessibility to interactive whiteboards
- Class timetable / duties / assembly rota/ weekly planning
- E-safety expectations
- Behaviour ladder and time out area
- Working wall
- Next steps wall-English and Mathematics (EYFS)
- Visual timetable (SEND)
- Pupil diaries to be used throughout the school day to support learning
- British values and core values displays in halls.

Literacy

- Literacy display which should be updated for each genre and used as a learning wall during writing lessons- sentence openers, vocabulary, conjunctions, punctuation and teacher modelling writing using the letter join handwriting scheme.
- A neat and tidy accessible book area which has a display that is bursting with awe and wonder (3 – D, lights etc.)
- RWI speed charts/ RWI blue word wallet where applicable

Mathematics

- Mathematics--times tables, number bonds, shapes, key vocabulary for number.
- Mathematics equipment trays displayed clearly.

In the EYFS learning environments there are conditions for learning for both the indoor and outdoor spaces.

Indoor Conditions for Learning

- Learning objectives and success criteria are shared with the children at the start of the lesson and is used as a tool throughout
- Clearly labelled, tidy, and well-resourced classroom
- Tidy kitchen area –Nursery
- A celebrating success area
- Displays showing children’s work, supported with key questions about the learning processes involved
- Displays should be interactive and demonstrate the use of key vocabulary
- Interactive tables / areas- displaying equipment and resources-linked to key areas of learning
- Classrooms must reflect cultural diversity, i.e.-photos and maps
- Children’s accessibility to interactive whiteboards
- Class timetable / duties / assembly rota
- E-safety
- A labelled/organised ‘book area’
- RWI-sounds charts/ RWI-blue word wallet
- Curricular targets- with vocabulary linked to the different topics on display and referred to
- Mathematics--times tables, number bonds, shapes, key vocabulary for number*
- Curricular targets-counting focus
- Interactive maths table or area displaying equipment and resources
- Next steps
- Visual timetable
- Stock cupboards are organised neatly.

EYFS Outdoor Conditions for Learning

Outdoor area is accessible/children moving freely throughout session.

- Mark making area- Chalks, pens, pencils, large brushes, easels, paper, card
- Creative area/ artistic/ musical- Rolls of paper, rollers, paint, foam, ribbons, clay, sponges, string, wool, pasta, materials for weaving, various musical instruments
- Physical development area-Variou balls, bats, bean bags, hoops, quoits, cones, skittles
- Growing area.
- Investigation area- Sand, water, buckets, bug pots, tweezers, magnifiers logs, stones, shells, binoculars, sieves, pipes, funnels, pulleys, wheels, ramps, chimes, windsocks, ribbons, fabrics, kites, bubbles, cameras, clipboards
- Constructing area- Large blocks, crates, woodwork bench, tools, cones, planks, large cardboard boxes, large construction kits
- Imaginative play area - Examples may include: builders' yards/ shop/ garden centre/ stage/ café/ car wash/ garage/ post office/ camping/ clothes for dressing-up
- Quiet area Is an area provided for children to be quiet, rest and reflect- Seats, cushions, mats, fabrics, picnic table, books, puzzles, clip boards, mark-makers, story tapes, head phones
- Wheeled toys area

2. Classroom management

Children should be taught classroom routines relating to tidiness and orderliness.

- Agree class rules.
- Take children through the step by step behaviour ladder
- Explain the significant achievement system (25 for bronze, 50 for silver, 75 for gold and 100 for Head teacher's award)
- Set up class monitors to tidy and care for the room and equipment, including playground equipment.
- Practise lining up in register order all the time.
- Use 1,2, and 3 for moving around the room i.e. travelling from the carpet to chairs in an orderly manner.
- Use of hand signals for quiet and talk to you partner.
- Show children how you expect them to sit on the carpet, sit in their chairs.
- Teach children how you want them to stop and listen.
- Teach children to raise their hand if they wish to speak to an adult.
- Groupings of children must be varied throughout the day. For example:-ability based, mixed ability based, individual, pairs, small groups or larger groups.

Be consistent and continually remind children of your high expectations.

3. Routines

Children can enter classrooms from 8.45am. Registration should be completed by 9:05am.

At play and lunchtimes the ringing of a bell signifies the end of play. A whistle is blown to signal break will be over in 5 minutes. Children will be collected from the playground by their class teacher at the end of every playtime.

At the end of the school day:

- Nursery, reception and Year 1 children will be collected from their classroom by a parent or carer or relative (16 years and above for Reception and Year 1)
- Years 2-6 children will be taken to the playground and not released until a parent; carer or older brother or sister arrives to collect them.
- In Years 5 and 6 parents can choose to allow their child to walk home on their own or arrange to collect them from the playground.

If parents are late to collect their children then they are taken to the main office where they will be supervised by a member of staff.

4. Expectations

Maintain high expectations of both yourself and all pupils at all times!

Have high expectations of and insist upon the very best of all pupils in relation to:

- Behaviour. Speak to children in a calm firm manner.
- School Uniform. It is school policy that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher. If the child continues to not wear a uniform the class teacher should inform the phase leader.
- Children to be dressed in their PE kits for the PE lessons (plain white t-shirt, navy or black bottoms)
- Jewellery. For health and safety reasons jewellery should not be worn at school. (Wrist watch and small studs are allowed). If a child wears jewellery at school the class teacher needs to ask the child to remove the jewellery and put the item/s for safe keeping until the end of the day.
- The adults at Vicarage are the role models for children.
- All adults should be smartly dressed (see dress policy). During PE lessons all adults must wear trainers.
- Quality and amount of work achieved. Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work.
- Pupils in years 5 and 6 only- Mobile phones must be given to class teachers for safe keeping until the end of the day.
- Teachers must lead their class out to the playground at break times and wait until an adult on duty is present.

5. Layout and Presentation

Presentation of our work

- A sharp pencil must always be used to write with.
- When we can write with a neat cursive script, we will become a pen writer.
- Once a child becomes a pen writer, they must stay a pen writer unless instructed by an adult.
- All maths work will be completed in pencil.
- All charts and diagrams will be completed in pencil.
- A ruler must be used to underline titles, rule off and draw charts and tables with.
- The short date goes on the top line
- The date and the L.O are to be underlined with 1 line only.
- Our teacher will be the only person to write on the cover of our books.
- Colouring pencils only will be used in exercise books.
- Cross out any mistakes with 1 neat line.
- Leave a line and an indent for every new paragraph.
- Rubbers are not to be used unless directed by the teacher.
- All worksheets need to be dated, marked and carefully trimmed before stuck into books (Do not fold worksheets).
- In UKS2 maths books, leave 2 squares and draw a margin on the left-hand side.
- All exercise books must have a printed label.

In all subjects please ensure that every opportunity is taken for children to work in books rather than using activity sheets.

6. Planning

There are three kinds of planning detailed below: **long term planning, medium term planning and short term planning.** (See EYFS policy for Nursery and Reception)

1) Long term planning-

- Year Group Maps show breadth and balance in curriculum provision and continuity as well as progression from term to term.
- RWI, Literacy and Language and Maths No Problem provide detailed coverage maps and guidance linked to the National Curriculum on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- Foundation subjects have detailed National Curriculum Coverage Maps which maps out topics for each term, clearly linked to National curriculum objectives and subject threshold concepts. These concepts are the 'big ideas' that shape our pupil's thinking within the subject. The same threshold concepts are explored and revisited in each unit of work in every year group. This enables pupils to gradually increase their contextual knowledge and opens a door into a new way of thinking about something and therefore enhances the ability to master the subject.

2) Medium term planning

Medium term units of work are planned to show the sequence of lessons clearly linked to National Curriculum objectives, skills and threshold concepts. The lessons are planned for each term to show progression, previous and new learning and a clear outcome for the unit of work. Consideration has been given to creative cross- curricular links.

3) Short term planning

This includes weekly plans.

Teachers must use their medium-term plans to do the weekly planning.

Weekly planning must be completed using Flipcharts/PowerPoint.

Weekly planning must be saved on the system.

If notes are added on the Flipcharts they must not be shared.

The **weekly plans** should:

- Turn the learning objectives from the half termly plans into the actual teaching and learning activities that will take place including broadly differentiated activities.
- Success criteria, the expectations of exactly what the children have to do in order to achieve the Learning Objective
- Evidence of EPIC planning. Planning this in all lessons: engagement, pace, impact and challenge.
- SMSC. Encourage a sense of awe, wonder and curiosity around learning. Provide reflection time, to be still, think about core values and beliefs. Develop a clear moral sense- an understanding of right and wrong. Foster creativity, imagination, appreciation for the arts. Draw upon the richness and variety of spiritual resources and religious beliefs. Develop an understanding and respect for diversity, equality, inclusion and difference. Appreciate and understand the different cultures, particularly those represented within the school and community. Develop empathy and compassion, and consideration of what it means to be a human.
- Assessment for Learning strategies-peer/self-assessment (pupils must only write in their own books)
- Identify the teacher input needed (e.g. explanation of key words/ideas, modelling using the visualiser, demonstration of skills etc.)
- Questioning and responses should be planned for – Bloom’s Taxonomy (in pupil diaries)
- Pupils working below National expectations will have personalised targets. Work is differentiated at least 3 ways in every lesson from Reception to Year 6 using the Chilli Challenge (mild, medium and hot). There is an additional challenge in every lesson (extra hot).
- How any adult support will be used e.g. TA’s?
- It is expected that children with exceptional needs (high needs) have planned learning activities recorded on the additional SEND weekly planning sheets.
- Flip charts plans need to record any changes that have occurred and whether what was planned was actually covered.
- The main focus of day to day assessment is the impact it will have on your teaching for the next lesson and catch up programme for pupils who need extra support. Therefore, teachers are expected to adapt their weekly planning depending on the learning outcome for each lesson.
- To plan how the teacher’s time will be used e.g. to work with a particular group (focused teaching) - teachers should not simply circulate the class in an unplanned way.
- Daily flipcharts are to be saved in the correct place in the Google TeachingDrive.

Creativity at Vicarage is at the forefront of our planning to ensure children achieve excellence, resilience and respect.

Cross curricular links are important in planning to ensure in depth / embedded learning.

The following subjects are to be taught every day:

Guide reading/ RWI

Literacy

Mathematics

The following subjects are to be taught in weekly:

Computing

Science

History

Geography

PSHE

MFL and DT are taught fortnightly

PPA subjects- PE, Music, Art (taught by specialist teachers), and RE are taught fortnightly.

Collective Worship takes place daily during assemblies.

7. Teaching

Teachers are responsible for ensuring the following:

- Confident teacher knowledge and understanding of the subject matter to be taught
- Pre-planning of tasks, activities, pupil grouping arrangements and resources
- A clear statement to pupils of the intentions of the session i.e. a clear explanation of the learning objective for the lesson. (The learning objective must be clearly written up on the board with success criteria underneath- visible for the whole lesson)
- A clear exploration, creation or explanation to pupils of the activity and expected outcome through the use of the success criteria.
- Use of the lesson format for Assessment for Learning
- Effective teacher input which ensures pupils understand takes into consideration different learning styles. (use visual images and practical activities to support explanation / understanding, ensure that key ideas and words are shown on the board)
- Appropriate pupil work activities which help pupils explore, develop, practise, their new learning.
- Thorough resourcing of activities-with additional resources to support some pupils and stretch others.
- Consideration needs to have been given to the needs of different pupils e.g. to ensuring more able are stretched, less confident are supported; although independence should be encouraged at all times. Independence needs to be for a sustained period of time.
- Children should be given opportunities to choose the difficulty of the task so that they opt for one that will stretch them rather than one that is too comfortable. Teachers should encourage children to explain their choices using the language of: comfort, stretch and panic.
- Time targets need to be set to ensure pace. Children should be reminded of this at appropriate moments
- Expectations of pupil's work needs to be made clear e.g. quantity of work, presentation, and other qualities pupils should be maintaining in their work. Use of the visualiser.
- The teacher needs to have planned how they will use their time whilst pupils are at work:
 - Check that the tasks being worked upon are proving appropriate to the different needs of different pupils
 - Work with particular pupils to support and stretch them

- Assess pupils' progress
- Give immediate feedback

- Activities should be reviewed - reinforcing the learning which it is hoped will have taken place.
- Marking and assessment procedures which inform both pupils and teacher of what has been achieved and what needs to happen next.
- Assessment for Learning – peer and self-assessment

Lesson Format for AFL

1. Revision of previous lesson.

Discuss findings of yesterdays completed work.
Children read annotated marking, discuss and respond.

2. Introduction to lesson.

Share learning objective: - We are learning...
Share the success criteria: -What I am looking for...

3. Main part of the lesson.

Use of mini-plenaries to check the success criteria.

4. Plenary.

Children self assess: -
Have I achieved the success criteria?
Explain what I have achieved, what I need to achieve next?

5. Teacher assessment of lesson.

Mark books – use of annotation
Reflection of the lesson- impact on learning
Focus for the next lesson

'Assessment for Learning' strategies

- Introducing LO - to ensure children know what they are learning.
- Children can create their own success criteria to know how they are going to achieve.
- Pupils' diaries and my jotting books- dealing with misconceptions planning for next steps /post it notes.
- Mini-plenary-to address misconceptions/challenge children/ensure all children are on task
- To use questioning to have an overview of the understanding of success criteria.
- Plenary-to challenge children further, to introduce next steps to the objective/to address misconceptions/to self or peer assess against success criteria
- When marking using the success criteria to ask questions about children's work – to ascertain understanding of concepts/ check ability to use and apply skills/ question what next steps children will need to improve understanding
- Higher order questioning (Bloom's taxonomy): Open ended/ "do you agree or disagree?"
Statements that need to be explained/ Right or Wrong? Giving the answer.
- Pair talk-to ensure all children are accessing the success criteria/lessons objectives-so that they can all participate in learning through the use of speaking and listening

- No hands-up- this ensures that all children have to focus on the task and cannot sit back and disengage themselves from the lesson
- Self-assessment- for children to assess what they have learnt and for them to understand what the next steps are to that skill or area of learning
- Peer assessment-to enable children to have a thorough understanding about what they should have learnt through discussions with their peers (children must only write in their own books)
- Sentence openers: (I liked it when... I never knew that...) enables children to start to explain where they are with their learning and achievements.

8. Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

- Marking is the teacher's day to day / week to week means of assessing pupil progress and thereby, of planning work to meet pupils' needs.
- Work must be marked before the next lesson, and where practical, in the presence of the child.
- Teachers should mark clearly in a different colour to the child's work.

Traditional marking has mainly consisted of a focus on the following elements

- Presentation
- quality of work
- effort

While these are important, feedback should revolve around the learning objective and related success criteria.

Marking should focus on identifying elements of success and on one or two areas to improve.

Children must be given classroom time to respond to teacher's marking and carry out an improvement on a piece of completed work. Any improvements that need to be corrected or improved will be highlighted by the teacher.

Mark against the success criteria:

- a) Showing success
- b) Indicating improvement
- c) Giving an improvement suggestion
- d) Responding to marking
- e) Time for children to respond to marking or make improvement/Making the improvement

a) Showing Success

The teacher finds the successes in the child's work that link with the learning objective and shows this using a tick in green pen or a star stamp by the learning objective.

b) Indicating improvement.

c) Responding to marking and giving a task.

The teacher writes a Next Step and then gives a task to reinforce or challenge knowledge and understanding.

d) Time for children to respond to marking or make improvement/making the improvement

Classroom time needs to be given for children to find their success and to make the improvement suggestion (5 minutes). A purple pen is used for self-assessment, including editing of work. A pencil is used for responding to Next Steps.

9. Next step bookmarks for Literacy and Numeracy

- Next step bookmarks are used to inform pupils of the progress made in Literacy and Numeracy. It also informs pupils of their next steps.
- These bookmarks are placed in the front of pupils' book so they can be accessed easily.
- Targets are set in end of year reports.

Internal summative tests

Children will be given formal tests in the core subjects of Mathematics and Literacy at three points in the school year. Autumn term assessments provides a baseline for the year. Spring term assessments provide mid-year information to identify whole cohort progress and also children who need further support and intervention and summer term assessments provide end of year information. Internal scores are collected in the Autumn term, mid spring and late Summer. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results. In the Spring term, teachers will submit a teacher assessment only using the progression documents to support those judgments. Alongside this, we ask teacher to reflect on whether students are on track to meet their EOY targets. These results are all stored centrally and provide us with a whole school picture, which we can analyse in different ways.

We believe that summative assessment information needs to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national data. For Mathematics, Reading and SPAG we use the NFER standardised tests. We are confident of their robustness as they are drawn from a large sample size. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 115 will be deemed to be working at age related expectation. Children falling below the 99 mark will be deemed to be working towards a age related expectation and children falling above the 115 mark will be deemed to be working at greater depth. Scores below 80 and above 130 will be considered exceptional (as set out by the NFER), so these scores will be a way of identifying children falling significantly below or performing well above national expectations.

Summative judgments of writing

Children will produce 2 pieces of writing per term which will be published in their 'Progress in writing book'. This book will go with them through the school. This will show the progression of their writing from YN to Y6.

Statutory National testing

During their time in school children will sit four external national tests. These are as follows:
Reception – EYFS Baseline Assessment

Year 1 – Phonics screening test – June

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics – May – internally marked and teacher assessment provided

Year 4- Year 4 Multiplication Tables Check (MTC) - June

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – May – externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

Foundation Subjects impact assessment

We measure the impact of our foundation subject’s curriculum through the following methods:

- Assessing pupil’s understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of pupil’s practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Subject portfolio which shows learning across the whole school.

11. Homework

Weekly homework includes, Reading comprehension/Phonics, Maths including timestables, number bonds and reading for pleasure is given out to consolidate learning. Homework will be uploaded on Google Classrooms.

Projects linked to the curriculum theme are set over the holidays.

13. Teaching Assistants

Preparation

It is the responsibility of the teacher to ensure that all teaching assistants are informed about every lesson prior to it.

If a teaching assistant takes a reading group, they will be provided with supportive planning time for one hour a week.

During Lessons

Teaching assistants should be fully involved with children’s learning: whether it is on the carpet; monitoring behaviour during lessons; whilst work at tables is being completed or within the introduction and plenary. It is not acceptable for a teaching assistant to be simply sitting and watching the delivery of the lesson. Teachers and teaching assistants must have to hand a pen for marking what has been achieved, a highlighter pen for immediate improvements and a set of post it notes for recording pupil’s comments or next steps.

Transition between classes

Teaching assistants must make sure that behaviour in corridors and in lines is the best it can be. This must be done through positive praise and consistent reminders about walking sensibly and lining up quietly. Children must be supervised during transition at all times.

In the playground

All teaching assistants in the playground are expected to actively join in and play games, engaging with children.

In the afternoon

If there are two teaching assistants in a year group, one of them should be involved in a booster session and the other addressing the Next Step needs from the morning. In some cases, there will be exceptions, where a teaching assistant will need to be in class- this must be arranged with your phase leader.