



TEACHING, LEARNING AND ASSESSMENT POLICY 2024 / 2025

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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. 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.

We will ensure the classrooms and communal areas are kept tidy and free from clutter.

Classroom

Display Boards

- There must be a Literacy and Maths working wall
- There must be a Reading display board promoting reading for pleasure through quality texts
- All other display boards must be a celebration of pupils work and reflect current learning
- Displays must reflect cultural diversity
- Displays including backing paper and borders should be repaired or replaced if torn or damaged
- Please do not stick work on walls with the exception of Writing for Pleasure posters to support pupils current learning.

Cupboard Whiteboard Displays to include

- Pupil Forum work
- Pupil Head Count / number of pupils in class for each session (am/pm)

Additional information to be displayed

- RWI speed charts/ RWI blue word wallet where applicable
- Marble containers linked to class expectations
- Significant achievement chart
- Behaviour ladder
- Visual timetable for any SEND pupils in class
- Class timetable must be displayed on the outside of your classroom door

Communal Displays

- 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.
- British values, core values and attendance must be displayed in halls.

EYFS outdoor conditions for learning

- Learning must be a continuation of the learning taking place indoors.
- Cross –curricular learning to be evident throughout the outdoors.
- There must be opportunities for pupils to explore all seven areas of learning over the week.
- Key questions, key vocabulary and key text to be displayed where appropriate.

Please note:

- Water bottles must be stored in a box near the sink area
- Pupil diaries to be kept with the pupil and used throughout the day to support learning
- Ensure there are sufficient resources for each child
- Pencils must be sharpened before use
- Resources on tables must be kept tidy so that table tops can be cleaned at the end of each school day

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. from the carpet to chairs, from tables to lining up as well as during assembly time.
- Use of hand signals to gain attention of class and talk 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.
- Use a variety of feedback strategies, i.e. choral, word wave, choose two and popcorn.
- 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 8.35am. Registration should be completed by 8:55am. At play and lunchtimes the ringing of a bell signifies the end of play. 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 children will be collected from their classroom by a parent or carer or relative (16 years and above for Reception and Year 1)
- Years 1-6 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. Parents must inform the teacher if they give permission for their child to walk home alone.

If parents are late to collect their children then they are taken to the main office at 3:25pm 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 bring in their PE kits for the PE lessons (plain white t-shirt and black bottoms). Teachers must ensure all pupils are dressed appropriately for PE lessons.
- 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 right-hand side 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 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, a margin on the left-hand side must be drawn
- 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, Writing for Pleasure, Take One Book 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. **Teachers must adapt planning according to the needs of the pupils.**
- 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 key 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/Google Slides

Weekly planning must be saved on the system.

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

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
- Pupils working below National expectations will have personalised targets.
- It is expected that SEND pupils have differentiated learning activities.
- 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 PlanningDrive.

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 including spelling, handwriting and grammar.

Mathematics

The following subjects are to be taught in weekly:

Computing

Science

History

Geography

PSHE

RE

DT

PPA subjects- Music, and Art are taught by specialist teachers. PE is taught by the PE coach as well as the class teacher.

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

- Children must know the purpose of teach lesson. How the lesson links to prior learning and the outcome of the unit of work.
- Children must be encouraged to create their own success criteria which can take the form of a poster.
- 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 provides valuable insights into which children are making the expected progress, those who are exceeding expectations, and those who may be falling behind. This information should be used to ensure that any children who are falling behind are provided with the support they need to catch up. We firmly believe that teachers, who have an intimate understanding of their pupils, are the most accurate judges of their progress. This assessment approach includes various forms, such as self-assessment, peer assessment, and teacher assessment, all of which collectively contribute to a comprehensive understanding of each pupil's learning journey.

Feedback marking

Feedback marking is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they know and what they need to learn further.

Aims

For feedback marking to be effective it needs to be:

- ✓ It must be specific to the learning objective so that the child has a clear understanding of how to move their learning forward
- ✓ A verbal dialogue between the pupil and adult
- ✓ Taking place in every lesson
- ✓ Directed at the right level, so it can assist pupils to move their learning on
- ✓ During the lesson so that it has the most impact on their learning

Implementation

Feedback marking focuses on identifying elements of success as well as areas to improve

- ✓ Highlighting success through verbal praise
- ✓ Pointing out omissions and asking for additions
- ✓ Asking for extension, editing or redrafting of current work
- ✓ Indicating improvement
- ✓ Giving an improvement suggestion

During the lesson

- Teachers must mark clearly using a green pen
- Where feedback is given to pupils it must be recorded in books with the initial **T** in green pen
- Pupils must respond to marking feedback using their purple pens (Year 1 from summer term)
- Pupils must be given time to respond to teacher's feedback marking and carry out an improvement on a piece of work
- 'T' initial is not required when giving whole class feedback.

Following the lesson

- All work must be marked and errors addressed by the teacher before the next lesson in green pen
- For Foundation subjects, work must be marked against the learning objective. Spelling and punctuation errors to be addressed during whole class teaching
- If pupils have self or peer assessed their work, the teacher must check and acknowledge the work by putting a green tick
- During the WfP process, teachers to mark pupil's edited work before it is published. Use the marking code. (Year 6 is an exception to this.)

Next Steps

- Next steps is given to enable application of knowledge
- It can be given during or after a lesson
- Use the green stamp provided alongside the question
- Every pupil to receive a next step in English and Maths book at least once a week
- For foundation subjects every child must receive a next step at least once every fortnight

EYFS

- In the Early Years, marking and feedback strategies include:
- Verbal Praise
- Stickers and stamps
- Annotation of work and photographs by staff
- Oral dialogue with children about their play, work or special books
- Next steps

KS1 Marking Codes

●	To highlight errors in Maths
①	Feedback marking linked to learning objective
○	Missing capital letter
-----	Missing punctuation (comma, full stop, question mark, exclamation mark etc.)
~~~~~	Spelling mistakes (related to common exception words)

## KS2 Marking Codes

●	To highlight errors in Maths	
①	Feedback marking linked to learning objective	
Next Step stamp	Application of knowledge	
SP	Spelling	Marking code can be placed in the margin or under specific words to assist pupils in correcting their work.
P	Punctuation	
G	Grammar	

## **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:

- Exit quiz, pre/post tasks and evaluations completed at the end of each topic to assess pupil's understanding, knowledge and skills. The information from assessments will be used to inform leaders of school improvements or skills that need to be further enhanced.
- Pupil voice/conferencing is used to assess whether pupils enjoy and are motivated by the subject, and whether they are confident and able to talk about what they have learnt, including the recollection of Geographical knowledge, skills and vocabulary that they have been taught over time, with this information being used to support leaders to further develop the curriculum.
- Book scrutiny and learning conversations to ensure pupils are taught at an age appropriate standard across each year group with appropriate levels of differentiations and opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
- Subject portfolio showcases the 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**

Teaching assistants should be carrying out intervention groups and addressing next steps from the morning lessons.

**SEND Teaching assistants**

Teaching assistants working with SEND pupils will be carrying out differentiated work with the 1:1 pupil and supporting intervention groups.

**3:15pm-3:45pm** - Teaching assistants must carry out planning, preparation and assessment.