

John Fletcher of Madeley

Primary School

Teaching, Learning and Assessment Policy

Rationale

We acknowledge that children learn in different ways, through a variety of experiences and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them.

Teaching and Learning is central to life at John Fletcher of Madeley. The quality of teaching has the greatest impact on our children's learning and the standards that they attain. This is therefore, a key policy for our school. We acknowledge the importance of on-going research in to how people think and learn in what we do. We value the strengths of individual children, teachers and support staff.

Aims

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at John Fletcher of Madeley Primary School. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

We aim to help our children to:

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

What does good teaching look like at John Fletcher of Madeley?

We believe that teaching is most effective when combining the following elements during a teaching session:

1. The children are focused on their learning through a shared 'Learning Objective'. This makes the learning transferable to other situations.
2. Success criteria (Steps to Success) break down the steps to success to support independent learning. Success criteria may be given by the teacher or agreed with the pupils during the lesson. The format for Steps to Success may include some or all of the following:
 - I know ...
 - I understand...
 - I can ...
3. Introduction to the learning - warm up activity with the emphasis on enjoyment so that the children are keen to participate and want to keep learning.
4. Main teaching session- learning is modelled to enable children to feel confident in having a go.
5. Differentiated tasks and activities that require learners to think and develop their understanding either individually or collaboratively.
6. Although there is flexible grouping, checks should ensure that all children have a variety of tasks, including independent, teacher led and TA led over a period of time.
7. Pupils actively involved in reviewing their learning within an effective plenary, which may or may not be at the end of the lesson. This should involve a clear dialogue of learning where the children can identify their own successes and areas to develop further.
8. Pupils celebrating and sharing achievement whilst identifying and looking forward to the next step.

Throughout all these stages we feel good teaching can be characterised by the following:

- Challenging but achievable expectations, clear explanations and rigorous pace.
- Varied and flexible teaching styles are used, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)
- Teachers show secure subject knowledge of the areas they are teaching.
- They have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our children.
- Clear focus is given through explicit learning intentions and success criteria, which identify what learners need to understand and be able to do in order to achieve.
- Good use of teaching assistants and resources is made to support the children's learning.
- Positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning.

- Opportunities for self-evaluation and reflection are built in throughout the session.
- A consistent approach is used, in line with whole school policies and procedures.
- Each and every child makes progress in their learning, regardless of ability.
- A relaxed yet purposeful learning environment is created.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types are used e.g. open questions and closed questions. Pupils are encouraged to generate their own questions.
- Information is presented in short chunks, which enable pupils to maintain their concentration.
- There is good interaction and communication between children as well as adults and children.
- Creative ideas are valued and actively encouraged.

What does good learning look like at John Fletcher of Madeley?

A good learner is someone who.....

Listens carefully

Shows enthusiasm

Doesn't give up if it's hard

Takes risks

Respects others opinions and ideas

Asks for help

Cooperates with others

Checks they have understood

Can explain their thinking

Shares ideas

Tries different ways to solve a problem

Keeps thinking

Has fun

Next Steps for Learning

Next steps for learning are identified from children's work. With the New National Curriculum, these will be steps aimed at helping the vast majority of children move towards the End of Year Age Related Expectations.

THE LEARNING ENVIRONMENT

At John Fletcher of Madeley we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

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

EFFECTIVE TEACHING AND LEARNING

In order to facilitate good teaching and learning as a staff we will commit to:

- getting to know, value and have consistent high expectations of every pupil, irrespective of ability, race, gender, age, Special Educational Need or disability;
- having a good understanding of the primary curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process; using a

- suitable range of organisational strategies and teaching methods to establish a positive learning environment;
- maintaining good discipline based on mutual respect, in line with the Behaviour Policy;
 - following the Marking Policy;
 - teaching with a suitable pace and effectively using Assessment for Learning so that children are provided with appropriate and challenging work to allow them to progress;
 - ensuring our daily planning:
 - ✓ is shared with the Teaching Assistants linked to each class;
 - ✓ includes information about tasks to be set, resources needed, the way children may be organised;
 - ✓ is evaluated to inform future planning.
 - having clear learning objectives and Steps to Success which are shared with and understood by the children;
 - using a range of organisational strategies and teaching methods to suit different learning styles e.g. visual, auditory and kinaesthetic (VAK);
 - organising human and physical resources effectively;
 - making sure that the activities we provide for the children extend their knowledge, skills and understanding;
 - being reflective, reviewing the effectiveness of our teaching and monitoring children's progress.

ASSESSMENT

Assessment is used to inform planning in the short term, through AfL to ensure work is of appropriate challenge, and to check on children's progress through formal testing procedures.

Formative Assessment is a continuous process, carried out by teachers in the course of their teaching through means such as informal observations, feedback from peer and self-assessments, plenary sessions and written and oral responses to tasks. It is used to guide the progress of individual pupils and involves identifying each child's progress in areas of the curriculum, determining what they have already learned and what therefore should be the next stage of learning.

We plan our lessons with clear Learning Objectives. We base these upon the teacher's detailed knowledge of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed Marking Policy to ensure that there is consistency in marking across the school.

Summative Assessment

Reception

Children are given a baseline judgement upon entry which is used to judge their progress through Reception and, ultimately, throughout their time at school. Detailed observations are made continually throughout the year which indicate how the children are progressing. This informs future planning and targeted support. Data is submitted half-termly to the Business Manager based on adult-led activities and child-initiated learning. Children are identified as 'Emerging', 'Developing' or 'Secure' according to the Early Years Profile.

KS1/KS2

GL digital tests are used at least once a year to give standardised scores for Spelling, Reading, English (including SPaG), Maths and Science to enhance the monitoring of progress. (See below for details for specific year groups.) The English and Maths tests also provide end of Key Stage indicators. These tests are used diagnostically to identify areas of development for individuals, groups, cohorts or the school as a whole. In addition, Testbase optional test materials are used in Y3-5. These provide an indication of whether a child is meeting the end of year group expectations (EXS) and are also used diagnostically.

Overview

Y1-Y6 children complete the Single Word Spelling test (SWST)

Y2-Y6 children complete the NGRT adaptive reading test and reports are produced giving group and individual level analysis of children's performance including reading ages, strengths and weaknesses and suggested strategies for future development of reading skills.

All children complete the PASS survey of children's attitudes to school and self.

Y2-5 children complete CAT tests bi-annually which identify individual strengths and weaknesses and highlight children who may be under-achieving.

Y1-Y6 children complete English (PTE) and Maths (PTM) tests.

Y3-Y6 children complete Science (PTS) tests.

Y3-Y5 children complete Testbase optional tests.

Y6 children complete practice tests in preparation for the nationally administered end of KS2 tests in May.

National Curriculum teacher assessment is based on the Programmes of Study and End of Year Age Related Expectations for Y1-6 children. Year group specific jigsaw target sheets are stuck into the front cover of each of the following books: Reading Journals, Writing, and Maths. If a child is working significantly below the age related expectations, teachers consult the SLT about which year group's jigsaw sheet is appropriate to use. If a child is working at greater depth within the age related expectations, a separate copy of the sheet is stuck into the back of the book.

Teachers refer to the exemplification outlined in the master ARE documents when deciding between pre-ARE, working at ARE 'Mastery' and exceeding ARE 'Mastery with greater depth'. If there is evidence in the book or observational evidence that a

child is working within the expected standard (middle column on ARE sheet) staff date the piece on the front cover jigsaw. When they are confident that the child is working in the middle column, the piece is initialled and then the child colours it in. (Please use non-Frixion pens when initialling and dating jigsaw pieces.) The same process applies to the greater depth sheets, but this time the evidence should match the pitch exemplified in the right hand column on the ARE sheet.

Once a book has been completed, a colour photocopy of the jigsaw sheet should be transferred into the new book.

All children should be able to articulate, and prove, what they have achieved towards the end of year ARE (Age Related Expectations) by referring to their individual jigsaw sheets and the related work in their books.

Data is submitted half-termly to the Business Manager, with children identified as:

1	currently working below expected standards and unlikely to reach ARE
2	currently working below expected standards but could reach ARE with targeted interventions
3	currently working at the expected level and likely to reach ARE
4	currently working at the expected level but may exceed ARE with targeted interventions
5	currently working above expected levels and likely to exceed ARE

At the end of each half term, teachers update the current ARE judgement on the cover sheet for each subject and store this and a colour photocopy of the jigsaw in the class ARE folder (purple). This information is used to identify groups who may need further intervention or support.

At the end of the year, children in Y1, 3,4 and 5 are identified either as working well below ARE, below ARE, at ARE, working at times at greater depth than ARE or regularly working at greater depth than ARE. Children in Y2 and Y6 are assessed using the national teacher assessment frameworks.

THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- make sure that the school buildings and premises are best used to support successful teaching and learning;

- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's Teaching and Learning Policy through the school self review processes, including information from subject leaders, the Head teacher and external advisers as well as a review of the in-service training attended by our staff;
- monitor teaching strategies in the light of health and safety regulations.

THE ROLE OF PARENTS

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

- have a positive attitude towards school and learning, supporting and working with school;
- make sure that their child has the best attendance record possible;
- make sure that their child is equipped for school with the correct uniform and P.E. kit;
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school;
- attend parents' evenings and other appropriate and relevant meetings;
- support the school's expectations with regard to behaviour and attitude.

MONITORING AND EVALUATION

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- classroom observation;
- learning walks;
- the progress of the Raising Achievement Plan;
- external inspection;
- LA Adviser support;
- Value added data;
- communication with children, parents and the rest of the school community;
- staff professional reviews in line with the Performance Management policy.

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

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