

Gainford CE Primary School

Teaching and Learning Policy

January 2016

Review date: January 2018

KEY PRINCIPLES

Teaching at Gainford CE Primary is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Gainford CE Primary we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective exposition and focussed learning activities with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they engage
- progress in the children's learning (in their books, on the school website, on the walls, in conversation, in their learning behaviour)
- TEACHERS WILL ENSURE THAT:
- work is planned, both termly, weekly and daily in English and Mathematics
- termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school Curriculum
- planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Programmes of Study in Years 1-6 are informed by the National Curriculum 2014
- there is a broad and balanced Curriculum in place that ensures continuity and progression
- subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, Pupil Tutorials, lesson observations, planning scrutiny.

Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children
- learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

- well judged and effective teaching strategies successfully engage pupils in their learning
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies, newsletters, notice boards and the school website
- On occasion, whole school themes provide points of shared discussion and motivate learners across the school

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – *eg. redrafting writing in collaboration with the teacher*
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and level it is required to optimise their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular and in line with the Marking Policy providing pupils with very clear guidance on how learning-outcomes can be improved
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed assessment records (Reading Records, Tracking Sheets, Phonics Records and Learning Journals for Early Years and submit data termly to enable Pupil Data Tracking (reading, writing, mathematics, science and Computing)

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- we adhere to the Gainford CE Primary Marking Policy that ensures consistency of practice
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving year group teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources

- there is a SENDCO (Special Needs and Disabilities Co-ordinator) (Mr. Blindt) to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children having high self esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safeguarding procedures are in place and are adhered to

Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and a termly written report

parents know how they can support their child's learning at home or in school

they are approachable and available to parents (by appointment if necessary)

information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via letter or email

parents are welcomed to help in their classrooms and /or around school

they set appropriate home-learning activities to develop children's understanding of topics covered in class which are published on the website

IMPLICATIONS FOR THE WHOLE SCHOOL:

ensure parents are informed about school events and relevant topics through regular newsletters, letters, e-mails, and notice boards

facilitate parental involvement through support for a vibrant parent – teacher association (Friends of Gainford School or FoGS)

Assessment Statement

Why do we assess?

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. Our assessments inform our immediate and long term planning. Our assessment gives:

- **Children/Students** - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- **Teachers** the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching
- **Parents and carers** regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children
- **School leaders and governors** information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- **External agencies and partners** (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Local Authority, the DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

What are schools and settings statutorily required to assess?

Teachers carry out day to day assessments and checks on pupils' understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England. These formal assessments include:

We assess the development of those children in our early education and care the areas of

- Communication and Language
- Literacy
- Mathematical Development
- Understanding of the World
- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

A baseline assessment on entry to Reception (age 4) using Early Excellence

An end of **Early Years Foundation Stage** assessment (graded 1 (below expected, 2 expected or 3 exceeding)

- We monitor how well pupils are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development and those who we need to give additional help.

- End of **Key Stage 1** □ The **Phonics Screening Test** at the end of Year 1 to assess pupils' phonic skills as part of early reading

- Schools currently draw on a test and teacher assessments to help us to assess whether pupils are making progress and are achieving national expectations in reading, writing and mathematics. Our teachers also assess pupils' achievements in computing science and the foundation subjects

- End of **Key Stage 2**

- Pupils take statutory tests in Reading , English Grammar Punctuation and Spelling , Arithmetic and Mathematical Reasoning ; these assess whether pupils achieve national expectations. Teacher assessment is also carried out in the aforementioned areas .Writing is purely based on teacher assessment We also assess pupils' progress over the key stage.

Our assessment practices will continue to provide information about pupils' attainment and progress. They will still involve marking pupils' work and providing written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback. We will continue to engage pupils in the whole assessment process by building self-assessment strategies into our teaching. We will provide periodic summaries of attainment and progress through in-class tests, teacher assessment and the formal externally set tests.

We want students, teachers, parents to have confidence in our assessments and to use this information to help everyone be involved in raising standards for all our children. Rigorous assessment can sometimes be a draw upon time, but we want the assessments we make to be accurate and informative. Good assessment requires attention to detail and analytical skill. It involves teachers in: asking questions and interpreting answers; observing behaviours and responses to tasks; knowing if and when to intervene; and drawing on a wide range of evidence to build up a picture of a learner's strengths and weaknesses.

What are the key features of our assessment procedures

Our assessment procedures give attention to helping pupils to meet or exceed national expectations and achieve the highest standards they can over each key stage of their learning. The National Curriculum sets out what our pupils are to learn but we decide how we are to assess our pupils' attainment and progress over the key stage.

Our assessment procedures:

- Make clear to all pupils our expectations in terms of learning behaviours
- Set out the attitudes and behaviours we expect of pupils when in the classroom
- Show them how work is to be presented in their books and establish that any unacceptable work is to be done again to the standard required by the school
- Tell pupils that they will succeed and acknowledge how and when they are becoming successful learners to establish self-confidence and good learning behaviours
- Share learning objectives with pupils
- Share learning objectives at the beginning of a phase of learning – a module, a week or a lesson as appropriate, and highlight them during the lesson and in plenaries, using language that pupils understand
- Use these objectives as the basis questioning and feedback during the learning activities as well as in plenaries
- Use this ongoing assessment to inform planning and to make any adjustments to the learning objectives for the week and future weeks
- Refer pupils back to earlier learning objectives to demonstrate and review progress over time
- Help pupils to recognise the standards they are to achieve and have already achieved
- Share and discuss pupils' work explaining how and why they have met the standards expected
- Give pupils clear success criteria that relate to the learning objectives
- Set clear and shared expectations about the presentation of work and model how this is to be achieved with examples to set out standards
- Display examples of pupils' work-in-progress as part of a working wall
- Involve pupils in self-assessment and peer-assessment
- Provide time for pupils to read teacher's feedback and assess how successfully they carried out the tasks set ('Green Pen Work')
- Give pupils opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve

- Ask pupils to explain the steps in their thinking and justify their decisions and reasoning
- Model with pupils the language of assessment that they can use to review their own and their peer's learning and to identify next steps in learning
- Establish a classroom ethos that enables a critical review of work to be undertaken that is seen as positive and not taken as any personal criticism
- Engage the pupils in feedback through their responses to teacher's comments and giving pupils a short additional challenge to carry out that highlights what they have learned or what they need to correct
- Provide feedback which leads to pupils recognising their next steps and how to take them
- Provide immediate oral feedback that helps pupils to identify mistakes, correct errors and take the next steps needed to move their learning on
- Mark work sharing criteria, give feedback and identify next steps and targets
- Acknowledge success and give positive feedback but avoid giving excessive or underserved praise
- Ensure feedback is constructive and identifies what a child has done well, what needs to be done to improve, and how to do it
- Identify the next steps for individual pupils and where appropriate for groups who can collaborate on a common approach to improvement or progress
- Involve teachers and pupils in reviewing and reflecting on assessment information
- Identify carefully progressed steps in learning through the learning outcomes and success criteria to enable pupils to see their progress, thus building confidence and self-esteem
- Use appropriate tasks that will provide us with quality assessment information by showing pupils' thinking as well as the answer
- Provide time for pupils and teachers to reflect on what they have learned and understood, and to identify where they still have difficulties
- In the light of our assessments evaluate teaching effectiveness and deployment of resources, learning tasks and organisation of learners, and make any adjustments to improve learning and raise standards

What procedures will be in place to ensure assessment is rigorous?

We will draw on the expertise that is available in our school, locally and in partnership with other schools, and nationally as further information and guidance is made public. We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

Monitoring of pupils' work

Provide time for subject or phase/year group leaders to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review pupils' progress with their teachers

Senior leaders will carry out learning walks and lesson observations, review books and interview pupils about their learning and steps to improve

Senior leaders will quality assure the strengths and weaknesses identified by staff following their own and subject or phase leaders analyses of progress and standards in learning

Moderation across year groups and phases of learning

Provide time for key staff to carry out regular moderation of assessment and standards within and across key stages

Set out clear expectations about marking and feedback to pupils that everyone puts into practice

Formal testing

Use past test or examination papers and commercially produced materials to provide an independent check on how well pupils are doing and to compare outcomes against judgements made using a range of other assessment evidence

Pupil progress meetings

Senior and middle leaders, teachers carry out a review of pupils' progress in each year group and class and identify the extent to which pupils are meeting expectations

Analyse ongoing and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies

Use the outcomes of the meeting to target intervention for groups and to review the provision map for pupils across the ability spectrum

Professional development and support

Key staff attend meetings to learn more about assessment and reporting arrangements

- Cross-schools moderation events provide an opportunity to ensure expectations are set at the right level and pitch
- Local authority provision and support includes updated curriculum maps and schemes that highlight the key learning in core subjects and offer model for assessment

Parents' evenings and meetings

- Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning
- Update parents on changes to the curriculum and assessment arrangements, and identify ways in which they can support their child's learning
- Discuss the assessments and comments in pupils' books and statutory reports to parents