

Teaching, Learning and Assessment Policy

This policy sets out the agreed principles for teaching, learning and assessment in our schools.

The staff within this federation is committed to raising standards and providing the best education for the pupils in both schools. This policy seeks to identify the features of effective teaching which translate the aims of the federation and the curriculum into relevant and challenging learning experiences for all pupils. The staff is united in this and works to establish an ethos of continuous improvement.

Walking into one of our classrooms at any time you will see –

- Teachers with a solid understanding of each of their children's needs, interests, learning styles and next steps for learning.
- Happy, engaged, enthusiastic children, independently accessing their learning, using and choosing resources effectively.
- Teachers using a variety of questioning techniques to establish children's existing knowledge and extend understanding.
- Teachers demonstrating secure subject knowledge across all areas of the curriculum which is shared with the children at an appropriate level.
- Teachers sharing expectations with children for learning through the use of differentiated steps of success and effective target setting.
- A vibrant, lively classroom with stimulating, relevant displays which support and celebrate learning.

Entitlement and curriculum provision:

In this federation teaching, learning and assessment ensures that all pupils:

- are interested and motivated in their work;
- achieve success and make progress in their learning;
- derive satisfaction from their achievements;
- have confidence in their ability to work at an appropriate level;
- experience an appropriately broad and balanced curriculum;
- have equality of access to learning and subjects of the curriculum;
- experience a range of teaching methods;
- are involved in integrated and subject-specific activities;
- work individually and as a member of a group;
- have their progress in the key skills of learning monitored and recorded;
- work with a number of adults;
- learn in a purposeful atmosphere where there is respect between adults and pupils.

Learning environments:

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the organisation and care of learning resources;
- enable pupils to make the best use of space and learning resources;
- are organised so that pupils have suitable access to learning resources of good quality;
- reflect the current areas of study of the National Curriculum, including English and Maths;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

Teaching:

- promotes effective and positive interaction between adults and pupils
- promotes high expectations

- uses a range of teaching styles;
- uses well-timed interventions to help the pupils make good progress;
- is planned to enable pupils to learn the skills, knowledge, concepts and attitudes appropriate to the areas of learning for pupils under five, the National Curriculum, religious education and pupils' personal and social education
- tasks are appropriately challenging and activities are matched to the age and stage of development of pupils.
- planning identifies, at appropriate levels of detail; objectives, methods of teaching, learning resources, Assessment for Learning opportunities, differentiation and deployment of adults.
- lessons have clear objectives which are communicated effectively to pupils. Pupils acquire knowledge, skills and understanding progressively and at an appropriate pace.
- teaching provides feedback to pupils about their progress. It encourages, extends and challenges pupils appropriately.
- pupils are encouraged to assess their own performance and identify the improvements they could make in their work for themselves
- assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept.
- provides opportunities for pupils to work individually, collaboratively and as a class;
- lessons provide sufficient opportunities for pupils to work without interruption for sustained periods that are appropriate to their age and stage of development.
- acknowledges and makes the best use of the contribution of parents, the community and work carried out at home;
- recognises and manages effectively the support of other adults in the classroom
- recognises the importance of health and safety;

Learning:

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by helping the staff to organise displays of their own work and the work of others. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve. They are encouraged to take responsibility and ownership of their learning and develop independence.

Assessment

A combination of summative and formative assessment strategies are used across the schools.

Current thinking about learning acknowledges that children should be encouraged to take responsibility for their own learning. Through engaging children more fully in the learning process, it has been shown that children make increased gains in their learning. Assessment for Learning is the term used to describe a process of teaching and learning which is based on providing children with information about where they need to be in their learning, how well they are currently operating and what they can do to achieve the desired goal. This information is provided through clear learning intentions, success criteria, well considered questioning and constructive feedback in the form of verbal responses and marking.

At The Holy Cross Federation Schools, Assessment for Learning will take place using the following strategies:

1. By sharing the learning objective
2. Developing and sharing the success criteria
3. Using rich questioning and scaffolding support
4. Using self-assessment and peer assessment
5. By providing effective feedback – feedback within the lesson is the most effective, and happens collaboratively between the teacher and pupils.
Any next steps or extension activities are marked  with:

Learning Labels are included in each piece of learning:

- *Date
- *Learning intentions – stepped according to reflect stage. These are highlighted in green – achieved, hatched – working towards and left blank – not achieved.
- *Circled as to level of support
- *Coloured to reflect the subject area of learning
- *Initialled by those who taught the lesson

Wider Curriculum

19.11.19



Phase One

K: We are learning to identify the greenest cities within the UK/ World
S: We are learning to use map skills to locate these cities in an atlas

I/T/TA

Science /ICT

30.10.19

K: We are learning to identify different light sources
S:

T/T/TA

English

29.11.19

Yr3:
Yr4:
Yr5:
Yr6:

Wider Curriculum

19.11.19



Phase Two

K: We are learning to identify the greenest cities within the UK/ World
S: We are learning to use map skills to locate these cities in an atlas

Phase Three

K:
RE – How do Christians belong to their family?

30.10.19

Learning about:

Learning from:

Maths

29.11.19

Yr3:
Yr4:
Yr5:
Yr6:

Where possible, feedback is given within the lesson, each class teacher then marking is kept within their mark book – this includes a copy of the learning label, those children who did not achieve, those who exceeded, notes regarding next steps and misconceptions to be addressed.

Science /ICT 30.10.19
K: We are learning to identify different light sources
S:

Didn't achieve	Exceeded
Next steps	

Marking, secretarial features:

- Spelling, punctuation, grammar and handwriting should not be assessed in every piece of writing as children cannot effectively focus on too many things in one space of time.
- Certain key words and vocabulary will be highlighted using the marking symbols if they are spelt incorrectly or grammatically, don't make sense.
 - s - spelling
 - g - grammar
 - ? - sense
 - p - punctuation
- When work is complete, children may be asked to check for things that **they know are wrong in their work** when they read it through. However, they will not be told to correct all spellings as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts for display.
- Children will be given feedback which is related to the success criteria and therefore some aspects of writing will be unmarked in certain pieces.

When assessing, teachers will:

- Use blue ink.
- Use Star and Next Steps to highlight success and improvements when giving written feedback to Cold and Hot Writes.
- Ensure that oral feedback is an integral part of daily teaching.
- Ensure that ALL work is at least Acknowledgement marked each week including that which has been self or peer marked.

Presentation

We encourage children to take pride in their work and expect them to produce high quality written work in all books and across the curriculum.

The same high standards are expected in computer generated written work. Word processing and graphic skills are taught explicitly, both in literacy and in ICT lessons using a range of programmes, so that children become aware of and increasingly able to produce published documents, to high standards.

Children are expected to take pride in the presentation of all their work and a high standard of handwriting is encouraged. All teachers are expected to follow the handwriting policy.