Wheatfields Primary School

Teaching, Learning and Assessment Policy 2021

Policy	**Teaching, Learning and Assessment Policy**
Ratification date	**16/11/2021**
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Signatories	 **Head Teacher** **Chair of Governors**

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Aims and purposes

Any attempts to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Across the school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently good (or better) progress. **We want every teacher to be a good teacher – no child deserves anything less.**

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school;
- to enable teachers to teach effectively;
- to enable children to learn efficiently;
- to give children the skills they require to become effective lifelong learners;
- to provide an inclusive education for all;
- to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.

This policy outlines some of the **key elements** that are central to raising standards in teaching and learning.

The school ethos and aims are at the heart of all our teaching and learning activities. This policy reflects our ethos and aims which are available on our website (www.wheatfields.cambs.sch.uk).

Key elements and principles of teaching and learning across our school

All lessons across our school include the following key elements to ensure high quality teaching and learning. New teachers to the school receive training to ensure they fully understand these elements so that they can embed them in their everyday practice.

All lessons have a BIG IDEA

The BIG IDEA along with learning intention are shared orally and displayed. Children are expected to explain the BIG IDEA to visitors and each other.

- Children are expected to know 'At the end of this lesson I will know/be able to/understand...'
- BIG IDEA = learning NOT task
- BIG IDEA is recorded in books on a label or handwritten
- When marking children's work, the main focus is on meeting the learning intention. Evidence of meeting the LI is underlined or double ticked in blue (woo hoo!)
- All lessons have a well-planned learning outcome towards meeting end of year targets

Teachers provide scaffold and challenge to promote independent learning

- Distance marking and assessment is used to inform next steps in learning
- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure that they are not sitting passively.
- Opportunities to Think/Pair/Share and discussions with a *Talk Partner* are regular features in all lessons. Pupils are expected to use appropriate body language when engaged in

discussion with a partner.
- Mini whiteboards may be used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Independent learning is promoted using effective behavior management. *Refer to Behaviour Policy.*

Key prompts to ask when planning and delivering a lesson

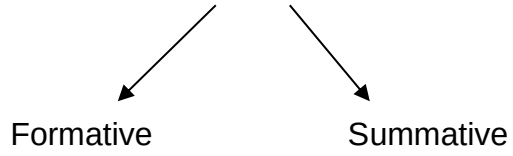
- Am I crystal clear about what I want the children to be able to do/to understand/to know at the end of the lesson?
- Have I written the BIG IDEA up on the whiteboard in child-friendly language?
- Have I thought about scaffolding/challenge and delivering the learning in small steps?
- Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?
- Have I thought about how I am going to engage and motivate the children at the start and during the lesson?
- Have I thought about how I will meet the needs of all learners, including higher attainers? Are activities challenging and designed to deepen understanding?
- Have I set clear expectations of what pupils are expected to achieve by the end of the session?
- Have I thought about how I will meet the needs of the vulnerable groups in my class, e.g. what visuals will I use in the lesson?
- Am I giving the children thinking and talking time before answering questions?
- Am I going to be introducing new vocabulary to the children?
- Have I made sure children are not going to be sitting passively?
- Have I included time for me to track the classroom in my planning?
- Have I shared the planning with my LSA? Is he/she clear who they are supporting and how?
- Have I got a balance of teacher instruction, intervention and children working independently.
- Who is working the hardest in this lesson – child or teacher?
- How will I know what has been learned in the lesson?
- Have I planned opportunities for pupils to talk about learning in pairs and groups?
- How are pupils going to assess their own learning or that of their peers?
- Have I referred to the Learning Pit & Growth Mindset

ASSESSMENT (refer to our Marking & Feedback Policy and Assessment Grid)

Assessment can take many forms and can be used for different purposes. The following characteristics are generic to all assessment that promotes learning:

• it is embedded in a view of teaching and learning, and is seen as an essential part of this;
• it involves sharing learning intentions with pupils;
• it aims to help pupils to know and recognise the standards they are aiming for;
• it involves pupils in self-assessment;
• it provides feedback which leads to pupils recognising their next steps and how to take them;
• it is underpinned by confidence that every pupil can improve;
• it involves both teachers and pupils reviewing and reflecting on assessment data.

We acknowledge that there are two main types of assessment:



The outcomes of the summative assessments will be collected in an agreed format and entered into OTrack. There will be Pupil Progress Meetings each term with senior leaders.

Data Analysis

Detailed analysis of summative data will take place at the end of each term. This will be undertaken by all teaching staff; core subject leaders; and the school's senior team and presented to governors. Analysis will be used to identify the progress of groups of pupils including Pupil Premium pupils, Travellers, SEND, high attainers/Greater Depth Learners, EAL, boys and girls and pupils in intervention groups. Targets will be set from the analysis for each cohort and for individuals and action points will influence school improvement, particularly through termly Pupil Progress meetings.

Formative Assessment

Formative assessment is an active and ongoing process in the classroom between staff and children. One of the major uses of formative assessment is when teachers give feedback to pupils in the form of marking or verbal feedback.
The following areas are all part of formative assessment:

• clarifying learning intentions – at the planning stage;
• sharing learning intentions with pupils when teaching;
• involving children in self-evaluation against the learning intentions;
• focussing oral and written feedback around the learning intentions of the lesson;
• individual target setting is based on prior attainment during each lesson;
• using effective and targeted questioning during the lesson;

Summative assessment
Please refer to Whole School Assessment Grid.

Reporting to Parents:

All teachers will write end of year reports for each child in the summer term. Parent Consultations will take place twice each year in the autumn and spring terms and a short report detailing attainment and targets are provided for parents. Parents will be encouraged to make appointments with teachers at any time if problems arise.

1. **MARKING AND FEEDBACK**

See marking and feedback policy

2. **PRESENTATION**

See Presentation Protocol

3. HOME LEARNING (Homework)

See Home Learning policy

4. MONITORING TEACHING AND LEARNING

Teaching and Learning is monitored using BLINKS based on the school development priorities. Monitoring can be conducted by any member of staff or external stakeholders.

The main outcomes of such monitoring will be shared with staff and the governing body – issues of confidentially are always respected. One of the main aims of this monitoring is to learn from good practice, understand when improvements need to be made and know the next steps to move forward.

Children

Much of this is covered in the home/school agreement but in addition, we encourage pupils to:

- To be willing to have a go
- To see that mistakes are good because they can help all of us get even better
- To be resilient, reflective, resourceful, reciprocal and respectful.
- To be supportive of others I am learning with
- To be willing to share their learning with others.

Parents

Parents are essential in helping to support their children's learning. The home school agreement outlines much of this. In addition, we encourage parents to:

- Attend parent information/workshop/open day sessions
- Have an open dialogue with the class teacher and learning support assistant
- To support the school policies (e.g. home learning)
- Provide opportunities for children to practise and extend their learning at home
- Encourage and support children in bringing learning from home back into the classroom.
- To support the school and work in partnership with additional support for learning.

Governors

- Governors will monitor and review this policy and more importantly its impact on practice through reports from the Headteacher and members of staff.

Professional development

- As members of the teaching profession, we recognise that we are learners and that we value our own professional learning. We act as role models for lifelong learning by seeking to improve our own learning. We:

- Direct ourselves as learners
- Extend and enhance our professional skills
- Develop our own awareness and self-esteem
- Contribute fully to the learning and success of the school and its children.

This can take many forms including:

- Coaching
- Collective and collaborative project work/observations/planning etc.
- Performance Management
- Staff meetings/Professional days (PD)
- Offsite courses
- Professional reading

Effective use of Learning Support Assistants (LSAs)

Teachers, in discussion with Senior Leaders, use and deploy their LSAs on a daily basis but remain responsible for the progress of all pupils in their class. LSA's are mainly deployed to support pupils with a range of needs across the four areas of SEND. Weekly planning is shared with LSA's and they are involved in discussions about pupil's targets and next steps and understand their role in helping to enable this. Some LSAs are trained to deliver specific interventions that must feed back into class practice. The teacher will know what the intervention has been targeted to achieve so they can plan to make good links with this back in the classroom. LSAs will have access to pupil progress data and are expected to record entry and exit data to evidence impact and share with teachers. LSAs also have access to training and development opportunities throughout the year, as identified.

Guidance for EAL pupils

Children who have English as an Addition Language (EAL) are a targeted group of learners at Wheatfields Primary School. We understand that children with EAL may require additional support to develop their language acquisition. We assess children with EAL when they arrive in our school. We know that children with EAL can develop basic language (Basic, Interpersonal, Communicative Skill – BICS) within a 2 year period of experiencing English. However, to be able to have the Cognitive Academic Language Proficiency (CALP) to be able to effectively learn in English takes from 5 to 7 years to develop. As a result, we must consider the following in our practice:

- Linking learning to the child's own experiences;
- Linking learning to previous learning, if available;
- Teacher modelling to provide visual prompts, through signs, symbols, actions and the use of key vocabulary;
- Provide opportunities to think things through in their own language when dealing with new concepts;
- Scaffolding learning - writing frames, speaking and listening frames, bi-lingual dictionaries;
- Talk for writing
- Ensure that the opportunities for talk are engaging EAL pupils at the CALP level not just the BICS level otherwise they are not going to move on in using English as a thinking and learning language;
- Provide dual language support to remove other barriers (this includes visual use of language) i.e. labelling needs to be visual and the language represented in the classroom needs to be

used in such labelling wherever possible. Consistency in labelling and organisation of resources needs to be adhered to so that pupils moving through the school do not have a completely new system to cope with each year.

- Consider the use of visual timetables.