

Policy for

Teaching, Learning and Assessment

Prepared by:	Adopted by LAC	Signed	Renewal Date (3 year cycle)
Lisa Hesmondhalgh Spring 2021	Spring 2021	----- Chair of LAC	Spring 2024

Purpose of this policy

In our school, every child has an entitlement to benefit from teaching of the highest quality. Teachers have a professional responsibility to ensure that their teaching meets this standard. School leaders, governors and other key members of staff, have a responsibility to monitor, evaluate and review teaching and learning to ensure that this high standard is met.

The purpose of this policy is to help all members of the school community understand the processes involved in ensuring quality teaching and learning at Peover Superior Primary School. It is intended to give guidance on, and in doing so, lay down expectations of outstanding practice and explain how this is monitored.

What are our expectations of teaching and learning in our school?

Teachers ensure their teaching leads to rapid and sustained progress through: -

- Setting and maintaining high expectations of children's learning, behaviour for learning and attitudes
- Planning and teaching lessons with clear learning objectives expressed in the knowledge, skills, understanding that the pupils need to acquire, that enable children to learn exceptionally well.
- Including in lessons clear explanation; good use of language; a wide range of questioning; building on prior learning; and use of investigations.
- Ensuring the teaching of reading, writing, communication and maths is highly effective and implemented throughout our curriculum
- Ensuring lessons have a good pace
- Identifying and using strategies for teaching that meet pupils' needs and ensure pupils' active engagement in their learning
- Ensuring that support staff and other resources, including computers, are used effectively to promote high levels of progress
- Challenging and inspiring pupils of all ability levels leading to high levels of engagement, motivation and commitment to learning
- Systematic checking of understanding, and intervention with notable impact where necessary, within lessons and in on-going assessment and marking, using their assessments to help pupils overcome difficulty
- Consistently high-quality marking giving constructive feedback and scope for children to revisit and improve their own work, supporting children in making rapid gains in progress
- Where appropriate, use homework effectively to reinforce and extend what is learned in school

- Engaging in appropriate on-going professional development, self-initiated and as identified through monitoring and performance management. This includes engagement in INSET, CPD and sharing best practice within and beyond our school. For this to be most effective, they have an entitlement to be given feedback on their strengths and areas for development within their teaching.

How we monitor it?

The monitoring of all aspects of teaching and learning is carried out by the school leaders and other key members of staff through a number of on-going activities including: -

- Work scrutiny
- Pupil interviews
- Rigorous in-house analysis of school data and development and implementation of associated action plans
- Informal learning walks by senior leaders and curriculum leads
- External validations of judgements other head teachers, NLE's and consultants from the Aspire Educational Trust
- Monitoring conducted by subject leaders
- Local Academy Committee monitoring
- Moderation meetings within school, through the local cluster of school and the Aspire Educational Trust

How will we know our policy has been effective?

This will result in pupils who:

- make rapid and sustained progress;
- successfully acquire new knowledge, skills and understanding;
- apply intellectual, physical or creative effort to their work;
- are productive and work at good pace;
- show interest in their work;
- sustain concentration;
- think and learn for themselves.

They will also understand what they are doing, how well they have done and how they can improve.

ASSESSMENT, RECORDING AND REPORTING

What do we assess and why?

Assessment underpins high quality teaching and promotes strong learning. It also ensures that we can give an accurate picture of progress to parents and the Aspire Educational Trust and self-evaluate our school's performance to identify any ways we can make our teaching and learning have even greater impact on our pupils.

Assessment methods include observation, questioning, and discussion, marking and testing. The way in which these methods are used differs depending on the particular context or lesson and the age and ability of the children involved. Children are involved in the assessment of

their own progress as soon as possible in order to encourage independent learning.

Planning

Assessment forms an integral part of planning.

- Weekly English and Maths planning sheets are annotated with appropriate evaluation and assessment comments, enabling staff to record any changes arising from on-going formative assessment.
- For other subjects, medium term planning is written and adapted by teachers, based on assessment, as the work is covered. Plans are uploaded to our school network at the start of each new area of planning, and are therefore available to all subject leaders, to ensure progression can be monitored.

Targets

- School has developed their own system of online tracking which allows us to set targets for children in English and Maths.
- For children identified as having Special Needs, targets, identified from consultation with parents and pupils, are chosen for their school support plans and reviewed at least termly. There is a separate tracking system for children with SEND.

Record Keeping

Accurate record keeping helps to ensure continuity and progression but it is important that the process is manageable.

- The achievement of End of Year Expectations for reading, writing and maths are recorded. Snap shots to show progress are taken during Autumn 2, Spring 2 and Summer 2.
- NFER/ equivalent tests are taken in years 3, 4 and 5 in reading and maths. These and the Year 2 and 6 SAT levels inform teacher assessment. These are recorded show whether pupils are below, at or above end of year expectation.
- Additional more specialised tests, where appropriate, for children identified as having special educational needs are used to identify specific areas for development for a child for example the YARC and Sandwell.
- Independent writing samples are moderated and inform teacher assessment. These are moderated by teachers within the Trust.
- Reading record booklets for KS1 and home school books for KS2 are used to keep records of home reading.
- Teachers also keep records of mental arithmetic, tables, spelling tests and other assessments as appropriate.

Reporting

- Parents' evenings are twice a year – October and March.
- A written report in line with national requirements is issued each summer, including information on end of year attainment and targets for English and Maths.
- Children identified as having Special Needs, have their School Support Plan reviewed each term and this, together with next steps, is discussed with parents.
- Statistical data on the outcome of national tests is analysed and a report made to governors annually. Action is taken to address any emerging patterns of under attainment, including the monitoring of achievement for disadvantaged pupils and by race and gender.

Early Years

Assessment is integrated into weekly planning for pupils in reception classes. These assessments inform attainment. This enables particular areas for further work to be easily identified as well as charting the progress of individual children.

Baseline teacher assessments against Development Matters are completed in the first few weeks of the autumn term, reviewed as an on-going process and updated and recorded and analysed termly. Early Years planning and assessment documents are monitored by the English and Maths subject leaders. Medium term planning, assessment and evidence are monitored by subject leaders.

Equal Opportunities

Our school is committed to promoting equality of opportunity in all aspects of school life based on the understanding that all people are different but equal. We seek to address issues of race, gender, culture and religion, wherever appropriate.