

Policy – Teaching, Learning and Assessment

Date – January 2017

Review Date – July 2017

Based on – Leading for depth (Chris Quigley)

Signed by the Headteacher

Name _____

Signed on behalf of Governors

Name _____



Burley and Woodhead School vision and aims

As a Church of England school, we are committed to preparing our children for their journey into the 21st century. The world in which they will live as adults will be diverse, uncertain, dynamic and full of opportunities. We recognise this and are committed to giving them a primary education, in partnership with parents, local Churches and the wider community, which prepares them for the rest of their lives.

Our aim is to develop a school that everyone can be proud of which promotes a strong social, moral, spiritual and academic ethos. When children leave our school, they will be respectful, resilient, confident, caring individuals with a love of learning, who are ambitious future leaders of their local and global community.

We will do this by:

- Ensuring the members of our school community can work together in a caring and supportive learning environment.
- Communicating our identity through our six Burley Woodhead me areas: learning me, global me, healthy me, creative me, safe me and collaborator me.
- Underpinning all our work with our twelve Christian values: compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.
- Promoting a Growth Mindset ethos to ensure that children and adults have the capacity to learn when it is challenging, resilient when approaching unfamiliar tasks and reflective when given feedback.

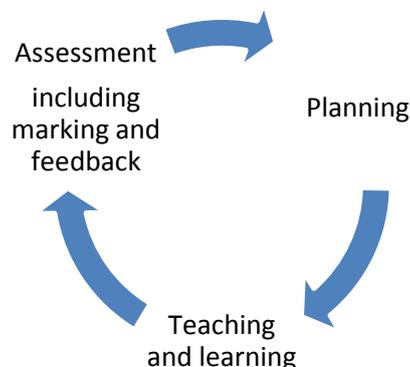
All of our policies are underpinned by our school vision and aims.

Introduction

This policy has been written by the staff at Burley and Woodhead CE Primary School to outline our school approach to teaching, learning, marking, feedback and assessment. It has been approved by the Governing Board and shared with parents and members of the school community on the school website.

Our aim is to ensure we have a clear, consistent approach across school with regards to teaching practices and associated educational terminology which we use or do not use when planning, teaching or assessing. As this policy reflects new changes to school procedures and policies, it will be regularly reviewed and updated to ensure it reflects current practice.

There are three elements to the teaching cycle in school: planning, teaching/learning and assessment.



Planning

When planning sequences of learning, staff use three terms: basic, advancing and deep to reference the depth of children’s understanding. **We do not use the term mastery at Burley and Woodhead Primary as we feel this term has been interpreted in many different ways locally and nationally and we do not want to create misunderstandings amongst staff or pupils.** Teaching will progress through the three stages from basic to advancing to deep. This table is to be used as a resource for staff when planning. Staff will make a decision about whether to share these terms with children, based on the needs of their class.

Depth of learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support	Typically, pupils will
Basic “Do it”	Low-level cognitive demand, involves following instructions	Modelling, explaining	Steps to success	Acquiring, refining Knows some of it	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise
Advancing “Use it”	Higher level of cognitive demand, involves mental processing beyond recall, requires some level of decision making	Reminding, guiding	Remember to include	Applying, practising Knows most of it	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare
Deep “Own it”	Cognitive demands are complex and abstract	Coaching, probing, deep questioning	Child generated	Deepening, extending Knows all of it	Low	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, justify

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Teaching and learning

One of our 6 core Burley Woodhead me areas is “learning me”. To develop the skills needed to be an effective, independent learner, we promote a number of different learning behaviours:

Growth Mindset - <http://burleywoodheadgrowthmindset.primaryblogger.co.uk/>

The research of Carol Dweck, a Developmental Psychologist at Stanford University, points to people having one of two mindsets: Growth and Fixed. A child’s belief about intelligence is an important factor in whether they become an effective learner. We all hold beliefs about concepts such as ‘intelligence’, ‘ability’ and ‘personality’.

"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."

Dweck

We use a consistent language and shared ethos to deliver these Growth Mindset messages including:

- Achievement rather than ability

In line with developing a Growth Mindset ethos, we refer to a child’s level of achievement rather than ability. Using the term achievement to describe a child’s learning disposition reflects a Growth Mindset message (you can achieve different levels of learning) compared with the term ability which reflects a Fixed Mindset message (you cannot change your ability). We may therefore describe a child as a low achiever (they are currently achieving below where would be expected) rather than low ability (they are not able to work where we expect).

- Grouping

The whole idea of having fixed groups, based on perceived ability, goes against the ethos of developing a Growth Mindset. Through school, children move round regularly as groups become more flexible, responding to the children’s need for reinforcement or extension. Children are also given more opportunities to lead their own learning by choosing a challenge they best feel fits their current level of understanding. With guidance from the adults in class, children will be given a range of tasks they can access with the aim of them working in their stretch zone. Children will also be taught to reflect on their learning and the skills they have used in a particular task.

- Praise

As a staff, we will be aiming to praise effort, progress and commitment rather than talent or intelligence. For example rather than saying to a child “you’re really clever” or “Look, you didn’t make any mistakes!”, we will praise the effort they put into a piece of work or and reward persistence rather than speed of reply.

- The power of yet



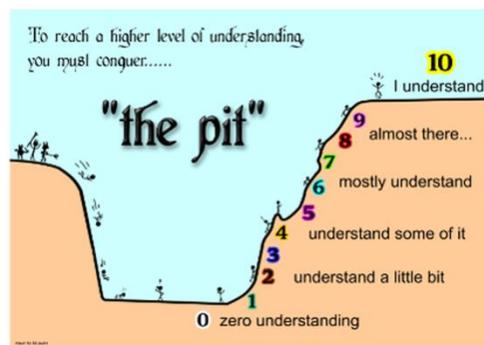
To develop a growth mindset approach, we add the word “yet” if children (or adults) say they can’t do it – saying “I can’t do it yet!” opens up the possibility that there will be a time, through hard work, effort, failure, improvement and perseverance, when they will be able to do it. If children say “I can’t do it yet” then we can start the conversation with them about what they can already do and what steps they need to start taking to be able to reach their goal.

Careless mistakes vs learning mistakes

As our Growth Mindset ethos has developed, we have started to encourage staff and children to recognise the difference between a careless mistake – something that they should not have got wrong and is due to a lack of attention – and a learning mistake – something that they got wrong which has helped their learning (as often happens when a new concept is introduced).

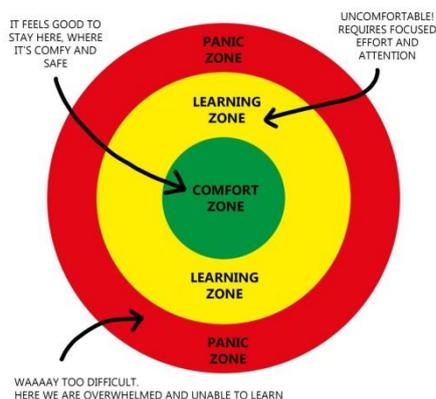
Learning pit

Based on the research of James Nottingham, the concept of the pit explains the struggle that can occur when new learning takes place. Children and adults are encouraged to self-reflect on where their current level of learning is – they may be at the bottom of the pit when it seems like learning is very difficult or beginning to climb out of the pit where learning happens and understanding takes place.



Zones of learning

Children are taught about three zones of learning: comfort, stretch and panic zone.



Children and adults are encouraged to work in their stretch zone whilst in school. This is an area where learning may feel uncomfortable, where you have to focus and where you will make mistakes; however this is where the most learning will take place.



Assessment

We use three overarching forms of assessment to assess children's level of learning: day to day formative assessment, in-school summative assessment and nationally standardised summative assessments.

Ongoing assessment (formative assessment)

Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Using assessment information in this way means that teachers can provide appropriate support (interventions) or extension (enrichment to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to-Day In-School Formative Assessment' we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments' will be used by all adults in school including:

- Marking of pupils' work (see later section on marking guidance)
- Observational assessments
- Scanning work for pupil attainment and development
- Discussions with children and verbal feedback in lessons
- Pupil self-assessment using success criteria, using purple pen
- Peer marking, using purple pen

In addition, we have regular basic skills checks in maths and spelling which focus on pupil progress from a blind test at the start of the week. Gap analysis then highlights areas for further learning.

Evaluative assessment at the end of a teaching sequence (summative assessment)

Evaluative summative assessments are used to monitor and support children's performance. They provide children with information about how well they have understood a sequence of learning, giving feedback on how they can continue to improve. Evaluative assessments also inform parents about achievement, progress and wider outcomes. Teachers make use of summative assessments to evaluate both pupil learning and the impact of their own teaching.

A range of 'In-school summative assessments' will be used including:

- Termly progress tests in maths, reading and GPS
- Termly 'fits all' assessment for writing using Rising Stars Writing criterion (also relating to the National Curriculum age related expectations and interim frameworks for Years 2 and 6). Judgements are moderated each term in school and across local school networks



- Reviews for pupils with SEN and disabilities
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

Assessment of science and foundation subjects is led by subject leaders. Teacher assessments of outcomes are cross-referenced against end of year expectations.

Teachers use summative assessments alongside formative assessments to determine a child's level of learning. Using our online tracking system, Classroom Monitor, pupils' understanding of year group objectives is assessed using the terms: working towards, met and exceeding. This information is used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Statutory national summative assessments

The school has a statutory duty to carry out summative assessments on children at the end of EYFS, Year 1, Year 2 and Year 6 which provides information on how children are performing in comparison to children nationally and how the school is performing in comparison to schools nationally. This summative assessment enables the school leadership team and governors to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A teacher assessment (profile) at the end of EYFS (reception class),
- A phonics test in Year 1 (1:1 test carried out by the class teacher),
- National Curriculum teacher assessments at the end of Key Stage 1 (Year 2) in reading, writing, GPS (grammar, punctuation and spelling), maths and science,
- National Curriculum tests at the end of Key Stage 2 (Year 6) in reading, GPS and maths and National Curriculum teacher assessments in writing and science.

Marking guidance

Marking Guidance

Agreed by staff November 2016

Writing

The rationale for the new marking guidance is to move children away from passively correcting errors that they have made in response to teachers comments. The focus is upon children responding to focussed feedback, redrafting and improving their work and taking responsibility for recognising and rectifying their own errors.

Layout

- Double page spread for each new piece of work
- LHS for first draft/original
- RHS for teacher comments, feedback and re-editing



Success Criteria

- Each piece of work to have a success criteria with focussed objectives which break down the task into chunks which can be marked to.

Self Reflection - R, Y1 and Y2

- At the end of a piece of writing, the child is given the opportunity to respond to the objectives with an upward, sideways or downwards arrow.
- Upwards = I am confident with this skill and am ready to move onto the next challenge.
- Horizontal = I understand this work, but need a little more practice
- Downward = I struggled with this piece of work and need more help.

Spellings

- Y3/4 Sp in the margin
- Y5/6 dot in the margin
- The expectation that children find their own spelling error using a dictionary
- Spellings to be rewritten near to the word
- Corrected word to be added to the personal spelling dictionary

Redraft/Grammatical errors/sense

- Square brackets with directed feedback on the opposite page

Paragraphing

- Capital P in a circle inside the margin indicates that the paragraph on the page needs looking at. Child to insert // to show the break in paragraph

Next steps

- Provide children with feedback that outline next steps for development.

VF..... - verbal feedback

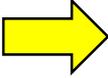
WS..... I - additional work with an adult

Highlighter – Yellow to highlight positive work linked to the objectives

In Key Stage 2 the focus is upon children responding to focussed feedback, redrafting and improving their work and taking responsibility for recognising and rectifying their own errors. Below is an explanation of the symbols we use to mark the children's work.

The expectation for children as they move through school is to identify and correct their own spellings through using a dictionary and other spelling techniques that they have been taught. At a teacher's discretion, children may have misspellings underlined to direct them.	
Spelling Y3/4 Sp in the margin	The expectation that children find their own spelling error using a dictionary. Spellings to be rewritten near to the word. Corrected word to be added to the personal spelling dictionary
Spelling Y5/6  in the margin	Spellings to be rewritten near to the word. Corrected word to be added to the personal spelling dictionary
	Square brackets with directed feedback on the opposite page. This could be linked to grammatical errors, punctuation or sense (syntax)



	// Next morning (double forward slash)
	Highlighted to show good application of learning
<p>VF</p>	Verbal Feedback for feedback marking around the classroom eg: VF punctuation
<p>WS..... I</p>	One child or group supported teaching and I when child works on independently eg: WS apostrophes I from this point onward
	Next steps to focus upon in writing
	Self-assessment response to learning objective
	
	

To develop independence and presentation skills, the children in reception and year 1 are responsible for gluing their own sheets into their books. This means that presentation is improving through the year but is not always as neat as if an adult had done the task for them.



Appendix 1: Glossary of terms used at Burley and Woodhead CE Primary

Advancing	Used to describe learning which has a higher level of cognitive demand, involves mental processing beyond recall “use it”
Basic	used to describe learning which has a low level of cognitive demand, involves following instructions “do it”
Deep	Used to describe learning where cognitive demands are complex and abstract, involves making choices, justifying answers “own it”
Exceeding	Assessment term used to describe a learner who has exceeded the expected objective for their year group
Growth Mindset	A belief that talents and abilities can be developed through effort, good teaching and persistence.
Intervention	Adult support given within the classroom to develop learning – this may be to extend learning or support children who have still to understand a concept
Learning pit	A model to explain the learning process, which involves a period of struggle and confusion at the bottom of the pit.
Mastery	this term is not used in school
Met	Assessment term used to describe a learner who has achieved an objective for their year group
Working towards	Assessment term used to describe a learner who is working towards an expected objective for their year group
Zones of learning	Three zones used to describe how learning can feel: comfort (too easy), stretch (where learning takes place) and panic (too hard) zone

