

Hipsburn Primary School

Teaching Learning and Assessment Policy

April 2017



Hipsburn Mission Statement

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

Our vision is to create a culture for success, backed by a belief that all can achieve. At Hipsburn Primary School we will focus on providing an environment that is intellectually, socially and physically supportive of learning. This policy will ensure that there is a shared understanding of the school principles across the school community and that there is a collaborative effort to implement these principles in ways appropriate to the specific school cohort.

The learning environment created at Hipsburn Primary will be supportive and productive in promoting independence, interdependence and self-motivation. Teachers will build positive relationships with, and value each pupil. Through teacher modelling and classroom strategies based on co-operation and mutual support, an environment will be created where pupils feel comfortable to pursue inquiries, be confident to make mistakes and understand that this is an important part of learning and to be able to express themselves. Learning will incorporate children taking responsibility for their learning and being prepared to pursue and try out new ideas for themselves.

Teacher questioning will be open-ended in most instances and designed to promote depth and breadth of knowledge and understanding. Teachers will provide pupils with questions or challenges as the impetus for learning and encourage and support pupils to construct their own responses to such questions. As a school we foster enquiring minds and we want children to ask questions.

Teaching will develop not only knowledge but ways of reasoning with evidence and the skills needed to successfully solve problems. Challenging tasks using the Bloom's Revised Taxonomy guidelines and principles will be considered when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, interpretation, analysis, evaluation etc.

At Hipsburn Primary it is expected that teachers have a deep knowledge of the curriculum they teach. As well as a strong understanding of the material being taught, teachers are also expected to understand the ways pupils' think about the content, evaluate the thinking behind pupils' own methods, and identify pupils' common misconceptions. Teachers will understand that pupils develop at different rates and also learn new ideas more or less quickly and that they should be provided with the time, conditions and encouragement they need to learn in stimulating ways, and be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.

The effectiveness of teachers' knowledge and understanding will be demonstrated in planning and lesson delivery. Planning indicates the learning objective for each lesson. The learning objective makes it clear the knowledge and skill to be mastered within the lesson. Planning will show tasks that will support children in ensuring that they know, understand and have opportunities to apply their learning in order to have met the learning objective for each lesson at a basic, secure or deep level.

To develop mastery, pupils will be expected to acquire component skills, practice integrating them, and know when to apply what they have learned. Pupils will develop not only the skills and knowledge necessary to perform complex tasks, they will also practise combining and integrating them to develop greater fluency and automaticity. Pupils will be challenged and

supported to develop deep levels of thinking and application. Learning tasks will be designed to encourage and support pupils to move beyond their current understanding and think more deeply about ideas and practise. Activities will be consistent with pupils' maturity and are designed to engage both their interest and challenge them to succeed. It will be made clear to pupils what is expected of them, what they are trying to learn and why. Teachers will enhance motivation and purposeful learning by making clear to pupils the long-term outcomes expected from their learning. Marking and feedback of work completed by the child will further encourage and challenge them to deepen their understanding further. (The Marking Policy can be accessed on the school website).

At Hipsburn Primary School it is acknowledged that assessment practices are an integral part of teaching and learning. The primary purpose for assessment is to improve and further tailor the learning journey. Assessment provides all learners with the capacity to demonstrate what they know, understand, apply and value and provides teachers with information that will improve learning. One of the principal functions of our assessment system is to identify pupils at risk of falling behind in terms of achievement.

Assessment will contribute to planning at a number of levels. Monitoring of pupils' learning will be continuous and encompass a variety of aspects of understanding and practice. Assessment criteria will be explicit and feedback designed to support pupils' further learning and encourage them to monitor and take responsibility for their own learning.

The assessment system will enable teachers and school leaders to understand current levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School-wide evaluation processes will enable school leaders and teachers to use all assessment information to better understand and improve pupils' learning.

At Hipsburn Primary we value the partnership role our parents have within the wider lifelong learning arena. Assessments will ensure that pupil progress and attainment is reported to parents in a useful and meaningful way that allows parents to play a full part in their children's learning; this includes the effective use of homework to consolidate work and to prepare children for learning to come.

Formative Assessment

As a matter of course, teachers assess pupils' learning throughout all lessons. This is done in a range of ways including observation, discussion with pupils, questioning, marking, quizzes and scanning of work. This helps pupils to measure their learning and understanding against learning objective and identify where they need to target their next efforts to improve. It allows teachers to understand pupils' performance on a continuous basis; to identify pupils who are struggling and when they have consolidated learning and when they are ready to progress. This allows teachers to provide appropriate support or extension as necessary. Formative assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. These assessments are completed on an ongoing basis and may be seen through annotated teacher planning, observation notes, feedback in pupils' books and through self/peer marking.

Summative Assessment

In-school summative assessments take the form of half termly testing, short end of topic or unit tests and reviews for pupils with SEND. National standardised summative assessment includes the National Curriculum teacher assessments at the end of Key Stage 1. These assessments provide pupils with information about how well they have learned and understood a topic taught over time and can be used to provide feedback on how they can improve. It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning. In-school summative assessments will also allow school staff and leaders to monitor the performance of pupil cohorts and identify where interventions may be required to ensure pupils make sufficient progress and expected attainment. Summative assessments can also be used to report to parents about achievement and progress. The school will collect summative data on a half termly basis using assessment information from testing in the form of 'Rising Stars' tests and evidence collated from ongoing teacher assessments. This data is analysed and will allow for early identification of groups or individuals that may be at risk of falling behind their peers. Teachers analyse the data a group and question level allowing them to plan more effectively in addressing areas identified as being weaker. On a termly basis, teachers will also submit a predicted level for each child as to whether they are expected to reach an emerging, expected or exceeding level of attainment against the age appropriate curriculum at the end of the academic year. Nationally standardised summative assessments provide information on how pupils, and the school, are performing in comparison to pupils and other schools nationally. This allows the school to understand national expectations and assess performance in a broader context. At Hipsburn Primary School these assessments are completed during the month of May by all Year 2 pupils in the form of National Curriculum Teacher Assessments at the End of Key Stage 1. Pupils in Year 6 will complete SATS (Standard Attainment Tests) during the month of May and these results provide information on how pupils, and the school, are performing in comparison to pupils and other schools nationally.

Pupils will have the opportunity to engage as fully as possible in the teaching, learning and assessment process. It is important that pupils need to be able to connect new experiences to what they already know and can do. Therefore, learning experiences will be meaningful and involve pupils in both doing and reflecting. As part of the reflective process, pupils will be helped to make connections between apparently unrelated ideas and experiences and different areas of knowledge. They will learn to carry out relevant actions (do, imitate, plan, experiment, test, create, rehearse, make, choose, try alternatives) and reflect upon and make sense of the results of those actions (What does this mean? Why did that happen? Am I surprised by this answer? Does it make sense? How is this problem like others I have seen before? What worked? Why? How does this connect with other learning? Are these ideas related?). Teachers will emphasise the interconnectedness of knowledge, skills and values, both within and across different learning areas.

Moderation and standardisation takes place within school and also across schools in the Alnwick Partnership. Teachers attend moderation training and update briefing session that are managed by the Local Education Authority.

Role of the Headteacher at Hipsburn Primary School

The headteacher will monitor teaching and learning across the school by:

- lesson observations
- learning walks
- analysis of performance and intervention data
- questioning pupils
- scrutiny of planning
- scrutiny of pupil books
- ensuring targets are challenging enough for all pupils
- make effective use of relevant research and developments in education to improve standards

Role of the Senior Leadership Team (HT and DHT)

- monitor the quality of teaching and learning across the school;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussions with the class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of the Governors

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body after the completion of a Learning Walk / or a meeting with subject coordinator (agreed actions from the School Development Plan / Self Evaluation);
- annually report to the Governing Body on the success and development of this policy

What does good teaching look like at Hipsburn Primary School?

At Hipsburn Primary School all staff aim to ensure that their teaching includes appropriate combinations of the following elements:

- Planning that is appropriate to the needs of all pupils and is amended to meet the ever changing needs of the class in response to ongoing assessment;
- High expectations and greater challenge for all pupil groups regardless of their ability;
- Vigorous pace;
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic);
- Teachers show secure subject knowledge across all areas;
- An exciting, enthusiastic approach to learning which inspires, motivates and engages our children;
- Clear focus through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve;
- Effective use of teaching assistants and resources to support and impact upon the children's learning;
- Safe environment with appropriate risks assessed;
- Deepens thinking
- Positive behaviour management strategies that motivate and encourage pupils to respond appropriately and help create a climate for learning;
- Opportunities for self-evaluation and reflection throughout the session;
- A consistent approach in line with whole school policies and procedures;
- Each and every child makes good progress in their learning, regardless of ability;
- A relaxed yet purposeful learning environment;
- Learning is linked to pupils' prior skills, knowledge and understanding;
- The effective use of a range of effective questioning e.g. open and closed questions;
- Pupils encouraged to generate their own questions;
- Information presented in short chunks, enabling pupils to maintain their concentration;
- Good interaction and communication between children as well as adults and children;

- Creative ideas are valued and actively encouraged;
- High quality marking and feedback in a variety of forms ensures all children know how to improve their work further;
- Appropriate, well prepared resources that engage the children in their learning

What does good learning look like at Hipsburn Primary School?

We challenge and encourage all of our staff and pupils to be good learners. A good learner is someone who:

- Is enthusiastic, attentive and responsive;
- Enjoys learning;
- Finds learning fun;
- Gives others a chance to talk;
- Is kind and helps others;
- Understands that everyone makes mistakes some times;
- Co- operates with others;
- Listens and respects what others think;
- Confident to join in;
- Takes pride in their work;
- Is responsible for themselves – e.g. punctual, correct kit, homework
- Is resourceful – accessing what they need to succeed
- Shares ideas;
- Works hard;
- Doesn't give up if it is too difficult;
- Asks questions
- Appropriately asks for help;
- Tries different ways to solve a problem;
- Takes a risk and 'has a go'
- Takes learning risks just outside their comfort zone
- Checks they have understood;
- Can explain their thinking;
- Is reflective

The Learning Environment

At Hipsburn Primary School we know that a positive learning environment sets the climate for learning and enables all children to access the curriculum. It is our aim that every space in school should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school;
- Reflect cultural and racial diversity beyond our setting;
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including IT;
- Remind children that they are working towards goals and targets in their learning;
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum;
- Help raise self-esteem and confidence;
- Be stimulating and thought provoking with the use of interactive displays, resources and different zones within each classroom as appropriate, encouraging children to explore, investigate and learn;
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings;
- Create an environment where children feel they belong and can foster a sense of pride within it;
- Be safe and hazard free, both emotionally and physically;
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning;
- Promote an appropriate atmosphere for learning that reflects the school's vision and policies for Marking and Feedback;
- Be well organised and uncluttered, using available space to best advantage

Effective Teaching and Learning

In order to facilitate good teaching and learning as a school we commit to:

- Consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement;
- Having a good understanding of the school curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process;
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment;

- Maintaining good discipline based on mutual respect, in line with our School Vision and Behaviour Policy;
- Using a cross curricular approach to broaden and deepen learning;
- Using long term curriculum plans to guide our teaching that detail what is to be taught in each year group;
- Using a range of organisational strategies and teaching methods to suit
- Employing a range of different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively;
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding;
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress
- Ongoing and continuous professional development in areas which will benefit the whole school

Ensuring our medium and short term planning:

- Is shared with the Teaching Assistants linked to each class;
- Includes information about tasks to be set, resources needed, the way children will be grouped;
- Is evaluated to inform future planning;
- Includes clear learning intentions which are shared with and understood by the children (learning objectives and success criteria)

Accessibility of policy documents

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current school policies are available for parents and carers to read on request. As policies are updated they will be uploaded onto our school website.

Date written: March 2017

By: Kevin Moloney

Responsible Governors: Strategy Committee

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