

Moorside Primary School



Teaching, Learning and Assessment Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens.
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe...

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources.
Everyone will celebrate each other's successes and achievements.

Rationale

This Policy is designed to...

- Set guidelines and a framework for the agreed principles and approaches which underpin teaching for learning in our school.
- Promote consistency of approach, expectations, continuity and progression in order to improve the quality of teaching for learning and ensure equal opportunities for all our pupils.
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically.

The policy takes account of...

- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff

Aims

Our primary aim is delivering a high quality education to all pupils by providing teaching that:

- Is relevant to the needs and interests of all pupils giving them the opportunity to develop self-knowledge and self esteem
- Provides pupils with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all pupils including those with special needs and of very high ability
- Enables pupils to take ownership of their learning with the confidence to question and be independent
- Supports the family learning together

Effective teaching

It is every teacher's responsibility to develop and improve the basic skills of each pupil. Effective learning only comes about from effective teaching. As it is the expectation of the school and the Governing Body that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes. When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. For effective teaching to take place, there are a number of 'factors' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:

- A well prepared plan
- A clear Learning Objective (LO) which is both shared with the pupils and referred to throughout the lesson
- Small steps towards the learning objective identified, shared and developed with the pupils
- A clear link to prior learning
- Following a clear "success" criteria.
- Clear differentiation to enable all pupils to access learning and foster the involvement of all
- Where appropriate, whole class elements within a lesson provides opportunities for modelling, feedback and re-focusing
- Opportunities for guided group work maximised

- Speaking and listening opportunities deepen understanding and develop vocabulary
- High quality questioning - learning challenge questions promoting higher order thinking
- Positive interactions between teacher and pupil, pupil and pupil and evidence of co-operative learning
- Pace
- Appropriate challenge for all pupils
- Assessment for Learning present in all aspects of the lesson, misconceptions addressed, learning re-shaped where appropriate and regular feedback to enhance learning
- Consistent classroom management
- Effective use of additional adults, resources and ICT
- Learning environment used to extend the curriculum
- Active learning including learning outside

Guidelines for effective Teaching for Learning

We base our teaching on our knowledge of the pupil's level of attainment and do this by using a rigorous system of pre-assessment at the start of a unit of work. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

- Our planned curriculum promotes the enjoyment of learning both information and skills essential for lifelong learning
- Optimum learning environment
- Learners need to feel a sense of ownership and relevance, the motivation to learn is an essential part of the process

We offer opportunities for pupils to learn through

- Whole class, group, paired and individual activities
- Researching and finding out
- Investigating and solving problems
- Questioning
- Reflecting on their learning
- Creative activities
- Designing and making things
- Participating in physical activity
- Field work and educational visits
- Responding to visual and oral materials
- Debates, role play and presentations

Assessment

The assessment priority is assessment for learning. We base our teaching on our knowledge of the pupil's level of attainment and differentiate tasks accordingly to provide challenge for each pupil's level of ability.

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress expressed and monitored. This should be done in partnership with the pupils. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

- Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability
- We have high expectations of all pupils, and we aim for their work at this school to be of the highest possible standard.
- All staff are accountable for achieving the highest standards for pupil's attainment, progress, skill development and outcomes
- Teachers use school assessment criteria to assess pupils based on evidence in books as well as other forms of formative and summative procedures
- The school stays in line with government legislation and new developments
- Data is input for every pupil half termly to monitor and address progress, following this pupil progress meetings are used to discuss pupils in further detail

Planning

- Planning should be personalised for the individual needs of pupils within the class

- Core subject planning should be completed daily in order to build on the previous day's learning or address misconceptions, any areas for improvement or development
- Appropriate learning objectives for the different groups of pupils in the class should be selected based on a progression of small steps
- Learning objectives (taken directly from the National Curriculum) should be applied in different and engaging contexts outside of their specific subject area
- When planning, staff should think about the small steps the pupils will need in order to succeed - What are the barriers to learning? - Which resources will be needed? - Which aspect of this lesson needs high quality modelling? - What are the key questions to move learning forward?
- Teachers plan time in lessons for pupils to respond to feedback, this should then be acknowledged by adults

Early Years (Specific to)

- In Early Years opportunities should be maximised for pupils to take forward their learning from adult led group sessions into child initiated/independent learning and areas of provision
- All adults should provide further enhancement opportunities through continuous provision both indoors and outdoors
- Observations and discussion within teams should inform next steps in learning for the pupils and therefore planning should cater for these
- Pupils, at all developmental stages, will have the opportunity to practise skills, reinforce learning and undertake new learning by working in practical contexts
- Observations recorded in Learning Journals are used to inform the planning of next steps as well as to celebrate achievements
- Further links referenced in Early Years policy

Equal Opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, more able, and language stage of development needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential. Additional support is provided for identified pupils so that all children can access and fulfil their potential. Support may be given to pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent. When planning work for pupils with additional educational needs, we give due regard to information contained in their Individual education plan (IEP) and Education, health and care plan (EHCP).

Managing Pupil Mobility

As a school we work closely with pupils and their families who join and leave our school at various points in the year to engage parents as partners in their children's learning. We are committed to managing pupil mobility to maximise learning. Staff respond to the individual learning needs of pupils and they have high expectations of the pupils and themselves. There is a sense of pride within the school and a powerful ethos of care and a high level of reflectivity.

Behaviour for learning

- Adults are responsible for ensuring that learning is engaging and pitched at the correct level for individual pupils, this should include providing challenges and extensions to maximise learning potential
- It should be clearly communicated what the expectation is in the lesson with regards to attitude, behaviour and amount of work completed
- All pupils will have the resources and scaffolding materials readily available and know how to access these independently, this will help reduce pupil movement within the learning area
- The use of visual timetables supports pupils in knowing the organisation for the day ahead
- Behaviour for learning should be explicitly taught, modelled and reinforced by all adults in the learning area
- Positive praise is embedded in order to motivate and celebrate successes of individuals and groups of pupils

Effective Questions and Talk in the classroom

Teachers use questioning as part of their teaching to...

- Maintain the flow of the learning within the lesson

- Engage pupils with the learning
- Assess what has been learned, and check that it is understood and applied
- Test pupils' memory and comprehension
- To initiate individual and collaborative thinking in response to new information
- Seek the views and opinions of pupils
- Provide an opportunity for pupils to share their opinions/views, seeking responses from their peers
- Encourage creative thought and imaginative or innovative thinking
- Foster speculation, hypothesis and idea/opinion forming
- Create a sense of shared learning
- Challenge the level of thinking and possibly mark a change to a higher order of thinking
- Model higher order thinking using examples and building on the responses of pupils

Effective Feedback (oral and written) which is used rather than simply given

To be effective, feedback needs to be clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections. Feedback is directed at the right level, it assists pupils to comprehend, engage, or develop effective strategies to process the information intended to be learnt. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning. Feedback needs to...

- Focus on what is being learnt and how pupils manage this
- It should occur as the pupils are engaged with the learning
- Make specific reference to the pupils' achievement and provide information on how and why the pupil has or has not met the learning criteria
- Provide strategies to help the pupil to improve
- Comments on pupils' work should act as guidance showing how they can improve
- Comments should make it clear how the pupil can improve
- Teachers plan activities and work with feedback in mind – let the design assist the process, this enables pupils to respond appropriately to feedback

Outcomes and Progression

- Teachers use baselines and assessment guidelines to assess pupils' work in relation to National Curriculum levels, including a recording format that provides assessment criteria for each subject
- Teachers use assessment materials to make level judgements across all subjects including skills achieved
- Accurate assessment information is used well by teachers to tailor lessons to the needs of pupils
- Monitoring and evaluation of pupils' progress is consistent and rigorous
- Pupils receive precise guidance about how to improve their work
- Teachers share information and talk with pupils about learning objectives, learning outcomes and clarify expectations about progression and pace

Organisation

Pupils should only be withdrawn from class for a specific agreed priority that cannot be met within high quality first wave teaching e.g. Individual Education Plan (IEP), Education, health and care plan (EHCP), linked intervention, Speech and Language programme.

- It is important that all staff are planned for and used effectively within lessons at all times to support, develop and enhance the learning
- Additional adults can provide targeted interventions, extend and challenge learners, pre-teach concepts and vocabulary as well as consolidate any previous learning
- Year group/phase timetables align curriculum sessions well to support a purposeful atmosphere reducing potential distractions

Creating an Effective Learning Environment

- All areas of the school should be welcoming, colourful and family friendly to enable pupils and parents to feel welcome in our school
- Effective use of space, accessible, labelled resources, outdoor areas used throughout the year
- Effective use of time where pupils and adults are expected to be punctual and to view time as a precious and limited resource that should not be wasted

- Resources should be well equipped with up to date and working technology
- Displays should be lively, stimulating and exciting
- It should reflect a range of learning and celebrate both the achievement and creativity of all pupils
- Displays show key vocabulary which aids pupils' language development on the appropriately placed working wall
- Classrooms and other learning areas should be calm and learning focused
- A stimulating environment, both indoors and outdoors, sets the climate for effective learning

Focus work

Throughout the year we hold a series of focus themes, days or weeks; these range from our Whole School Write/themes to specific curriculum areas e.g. book week or science/maths investigation day, to health or community based events e.g. health and fitness week and Our World Book Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide pupils with the opportunity to practise their skills and develop new interests.

Home Learning

Homework allows pupils the opportunity to consolidate their learning outside of school, as well as helping to develop their skills of independence and self-reliance. It contributes to establishing the capacity for lifelong learning in children, and offers opportunities for actively involving parents as partners in their children's learning. Homework is differentiated to meet the needs of individual pupils. Homework should be understood by pupils and parents, and not be seen as an onerous task

Although homework is not compulsory it can be beneficial to pupils' learning.

Homework tasks that are set serve to support and extend the learning that has happened in the classroom. We ask that parents/carers support their children in learning by heart the multiplication tables and spellings that may be sent home. Other tasks that may often be set are open ended to encourage development of independent learning and to allow for individuality. We also have an expectation that parents/carers hear their children read on a regular basis.

Family Learning focuses on providing opportunities for parents/carers to learn new skills whilst helping their child to learn in a fun and friendly way. Opportunities are open to parents, grandparents, guardians and carers and we offer a whole range of programmes as well as making links with other agencies and the wider community. We also have Family literacy and maths learning which aims to raise standards of literacy and numeracy for both children and parents.

Parents/Carers

At Moorside we recognise that parents/carers are the first educators of our pupils and we seek to work in partnership with them at all times. Parents/carers will:

- Be invited into school for special occasions such as assemblies
- Be encouraged and welcomed to support their child's learning in the classroom
- Be encouraged to be involved in additional activities such as after school clubs or extra-curricular activities
- Be offered appropriate and reasonable access to teachers to discuss areas of concern and possible barriers to learning
- Be invited to consultations and information meetings to discuss progress
- Develop Learning Journals with their child in early years
- Be encouraged to voice their thoughts and opinions

Monitoring and Evaluation

In order to continue the pursuit of excellence, regular effective systems of monitoring and evaluation need to be put in place. The monitoring of teaching, assessment and learning will be carried out by the Senior Leadership team, Governors, School Achievement Partners and where appropriate the Middle Leadership team.

Procedures of Monitoring and Evaluation:

- Learning walks are carried out regularly and follow a clear school improvement focus
- Pupils' work is scrutinised within a clear school improvement focus
- Assessment data is analysed on a half-termly basis

- Pupils are consulted through questionnaires, interviews and the work of the school council
- Teachers receive regular supportive feedback regarding their own development
- Observations of learning and teaching including intervention programmes
- Tracking and monitoring of a class/group of pupils over a sustained period
- Planning, work and feedback scrutiny
- Stakeholder views
- Pupil Progress meetings
- Data analysis
- Monitoring learning environments
- Monitoring policy implementation, evaluation and review
- Performance Management (Appraisal)
- External consultant reviews

Monitoring and Review of Policy

We are aware of the need to review the Teaching, Assessment and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Therefore this Policy along with others will be reviewed annually

Other Policies linked to Teaching, Learning and Assessment

- Early Years Foundation Stage Policy
- Special Education Needs Policy and Information
- EAL Policy
- Equal Opportunities Policy
- Inclusion Policy
- Behaviour Policy
- Attendance Policy
- English Policy
- Maths Policy
- All other Foundation Subject Policies

Date to be implemented	September 2018
Date to be reviewed	July 2019