



## Teaching, Learning and Assessment Policy

*‘Young people get one opportunity to learn in school and we owe it to them to make sure they all get an education that is broad, rich and deep’  
Speilman*

We owe it to our children to ensure that every tiny aspect of school reeks of excellence. Every minute detail has to be of the very highest quality. On its own, clutter or coats on the floor are not of huge importance, but put all of these marginal gains together and they add up to a school of outstanding quality, or a school of mediocrity. We need to attain excellence.

**Galley Hill Primary School aims to provide an outstanding education and ensure children develop towards and realise their full potential.**

- We will provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- We will promote an ethos of care, mutual respect, challenge and support, where effort is valued and success celebrated.
- We will enable children to become active, responsible and caring members of the school and wider community.
- We will ensure the rights of the child are met.

### Teaching, Learning and Assessment Policy - Responsibilities

<b>Staff</b>	<b>Parents and Carers</b>
<ul style="list-style-type: none"> <li>• Lead by example and promote positive relationships</li> <li>• Provide a secure, stimulating, tidy and clutter-free environment</li> <li>• Provide a broad, balanced and engaging curriculum that meets the needs of each individual child</li> <li>• Reward children when appropriate but work towards developing intrinsic motivation</li> <li>• Fully support pupils' learning, ensuring work is marked, and lessons planned and adapted - not cutting corners</li> <li>• Attend arranged meetings, are punctual and discuss operational issues in a Monday briefing</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive relationships with staff and pupils</li> <li>• Be fully supportive of our aims</li> <li>• Attend and contribute to school events</li> <li>• Support children with reading and homework activities</li> <li>• Praise children for the good things that they do in school</li> <li>• Communicate and work with the school whenever children need support</li> </ul>

Children	Governors
<ul style="list-style-type: none"> <li>• Have excellent attendance</li> <li>• Promote positive relationships with all staff and children</li> <li>• Work well independently and collaboratively</li> <li>• Take pride in all work</li> <li>• Be resilient learners and do their best at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive relationships with the whole school community</li> <li>• Visit school and talk to children and staff</li> <li>• Attend training and school events</li> <li>• Report to the LGC, celebrating the strengths of the school and supporting recommendations to make Galley Hill outstanding in reality</li> </ul>

### Teaching, Learning and Assessment Policy - Our Curriculum

The National Curriculum allows us, as a school, a number of freedoms:

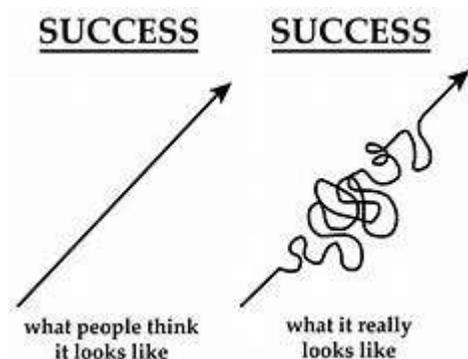
1. **How to teach** – the programmes of study outline what is to be taught but not how it should be taught.
2. **Which aspects of the subject pupils study in depth** – the requirement is for schools to cover the programmes of study but individual schools can decide which aspects they wish to emphasise (for example, they may choose to cover some aspects in a single afternoon and spend a whole term on others).
3. **How long to spend on each subject** – it is for school to decide how to deliver the curriculum and how to organise their timetables. In Galley Hill, we will ensure that all pupils have the full entitlement to learning and all classes will use the agreed daily timetable.
4. **How to arrange learning in a school day** – there is no requirement for subjects to be taught discretely. Subjects can be grouped or taught through projects, if strong enough links can be made to develop pupils' understanding and skills.
5. **Adapting and accommodating** – some pupils' learning will need to be better matched by programmes of study from earlier key stages or mastering in further depth at the current stage.

At Galley Hill, we have a clear vision of our curriculum expectations and the long term planning is annually reviewed so that it is broad and balanced; reflects pupils' interests; improves outcomes; provides a rich and varied range of subjects, topics and themes; and is enhanced by extra-curricular activities. It is mapped out across all year groups to ensure coverage and progression. Teachers personalise medium term and short term planning to the interests and needs of the pupils.

From January 2019, all teachers will be required to produce both a medium term plan outlining coverage of English and Mathematics, and also Foundation Subjects. In addition, weekly plans will be formulated and submitted to the Headteacher. There is no requirement for individual lesson planning.

### Teaching, Learning and Assessment Policy – Our Framework (Child Centred and Purposeful)

Outstanding teaching recognises the power of yet! We must strive to develop in our children the notion that their ability can be grown and developed. Learning is not a straight forward process but rather a complex journey of success and failure, whereby mistakes are necessary.



### Galley Hill Outstanding Teaching and Learning

Our teaching and learning MUST incorporate these 4 key areas: high expectations, independent learning, challenge and enrichment and assessment.

#### **To be outstanding, our lessons will demonstrate:**

1. High expectations- pace of learning is appropriate to the task, but usually snappy. All children are aware of what they should do to achieve through clear explanations and expectations. Language of learning expects high standards.
2. Independent learning- all children are active learners and focused on their tasks throughout the full lesson. This is demonstrated by the proportion of time children are engaged in purposeful discussions and working towards their teacher target.
3. Challenge and enrichment- all children are excited and motivated to learn. They are challenged according to ability. This is evident through questioning, tasks or support. Children demonstrate resilience in overcoming problems.
4. Assessment - All children make at least good progress. They respond to developmental feedback - peer and teacher assessment. Progress is clearly evident as a result of succinct, focussed marking.

### Teaching, Learning and Assessment Policy - Steps to Success

Marking and feedback effectively gives pupils next steps and supports the setting of targets against age-related expectations and the individual needs of pupils.

At Galley Hill, we use differentiated 'success criteria' under the banner of a broad learning objective so that children know what teachers are looking for when they mark. Work is marked against the success criteria and children are expected to respond to marking. Children are also involved in reviewing their own and others' learning when appropriate.

\*\*\*Please refer to the separate English and Maths Feedback Policies to be introduced from January 2019. Each will be also allocated a staff meeting for further explanation and questions.

### Teaching, Learning and Assessment Policy – Non-Negotiables

At Galley Hill, we have clear, non-negotiable expectations of classroom practice to ensure consistency of approach in school. Monitoring activities will display secure evidence of practice in relation to non-negotiable expectations.

<p><b><u>Writing Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. Clear medium and weekly planning using the agreed English planning format used.</li> <li>2. Children complete a variety of genres so that all relevant genres are taught over the academic year.</li> <li>3. 'I can' titles used and, for extended writing, child-friendly success criteria usually linked to SPaG and composition.</li> <li>4. Children's understanding checked through regular SPaG assessments.</li> <li>5. Creative writing, which includes opportunities to edit and improve, completed most weeks - but at least 2 pieces every 3 weeks.</li> <li>6. All pupils have individual targets for writing.</li> <li>7. Assessment grids updated formatively every half term.</li> </ol>	<p><b><u>Reading Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. Evidence of planning for the teaching of reading evidenced on agreed English planning format.</li> <li>2. Minimum one piece of evidence in books per genre.</li> <li>3. 'I can' titles used and linked to assessment grids.</li> <li>4. Assessment grids to be updated formatively every half term.</li> <li>5. KS1 children read with 1:1 as often as possible and at least weekly, AND through guided reading by an adult once per week.</li> <li>6. Upper KS2 teach guided reading through new and revised approach.</li> <li>7. All children who still have issues with decoding continue a 1:1 approach for as long as needed.</li> <li>8. Reading logs checked and initialled by adults at least weekly.</li> </ol>
<p><b><u>Mathematics Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. Ensure clear planning and delivery of each topic on a 2 or 3 week delivery.</li> <li>2. Provide regular reasoning and problem solving activities to support fluency</li> <li>3. Use 'I can' titles for each focus of work.</li> <li>4. Use calculation policy to ensure correct progression of methods through the key stages.</li> <li>5. Formatively assess using KPIs for each unit of work.</li> <li>6. Ensure all KIRFs taught and tested regularly</li> <li>7. Timetable regular arithmetic tests and times tables/key skills practise.</li> </ol>	<p><b><u>Science Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. All medium term planning written on the agreed MTP format.</li> <li>2. 'I can' titles used and related to Science KPIs.</li> <li>3. For each topic, staff evidence 3-4 knowledge and understanding skills and 1- 2 working scientifically (AT1) skills.</li> <li>4. Use termly the agreed system to record AT1 work.</li> <li>5. KPIs updated formatively to assess the children's learning at the end of each topic.</li> </ol>

<p><b><u>Computing Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. Evidence of planning for the teaching of Computing within medium term planning with use of Purple Mash Computing scheme as a basis to ensure curriculum breadth and depth.</li> <li>2. Assessments completed at the end of each term.</li> <li>3. Screenshots of pupil work saved for each topic within each child's Classwork Folder.</li> <li>4. At the outset of all sessions, children reminded of e-safety messages, particularly specific dangers and how to react in an informed manner when confronted with unexpected and inappropriate material.</li> <li>5. Basic skills contained within the Computing Assessment grids are taught, in addition to the use of Purple Mash.</li> </ol>	<p><b><u>Classroom Environment Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. High quality resources available for pupils e.g. sharpened pencils, rulers, pens, dictionaries etc.</li> <li>2. Matching tables and chairs as far as possible.</li> <li>3. Y2 - Y6 horseshoe table arrangement with target table.</li> <li>4. A distinct, attractive, stimulating and inspiring reading area in each classroom.</li> <li>5. Teacher desks not used when children are in class.</li> <li>6. Surfaces and shelves clutter free to ensure a neat, ordered and calm learning environment.</li> <li>7. Agreed signage for doors.</li> <li>8. All teachers use agreed script for all writing.</li> <li>9. Pupils' books labelled and neatly stored.</li> <li>10. No dog-eared books.</li> </ol>
<p><b><u>Topic Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. Key themes (History, Geography, Art and DT) introduced to children through a 'memorable experience' whenever possible and, at the end of each theme, an evaluation of learning planned.</li> <li>2. All medium term planning written on the agreed MTP format and all lessons link directly to key skills.</li> <li>3. All lessons have a clear 'I can' title linked to a key skill within the National Curriculum.</li> <li>4. Subject specific KPI/subject coverage checker used and updated formatively across the year.</li> </ol>	<p><b><u>PE Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. All children receive 2 hours per week over 2 separate lessons of curriculum P.E time.</li> <li>2. Children assessed each term against key skills as set out by PE lead.</li> <li>3. Photographic or film evidence taken for each P.E topic.</li> <li>4. Staff and children wear appropriate and safe sportswear/shoes to deliver and perform in PE lessons.</li> <li>5. Specific topic vocabulary used when teaching P.E.</li> <li>6. Teachers participate in all lessons alongside sports' coaches and deliver one lesson a week themselves later this year.</li> </ol>
<p><b><u>SEN Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. Interventions carried out with an adult in addition to Maths and English lessons. These interventions closely monitored by the SENDCo and academic progress recorded before and after an intervention has been completed.</li> </ol>	<p><b><u>Display Non-Negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. All children's work clearly visible in classrooms.</li> <li>2. Topic displays refreshed for each topic and reflect a variety of learning across different subjects.</li> <li>3. Our wider curriculum themes evident across the school through creative corridor displays - rota for each board to be shared and boards changed termly.</li> </ol>

<ol style="list-style-type: none"> <li>2. Some intervention delivered in the afternoon following class teachers identifying pupils who need additional support in order to grasp key learning from the morning's lessons.</li> <li>3. Vulnerable children identified through pupil progress meetings and where necessary added to the vulnerable children's list by the SENDCo.</li> <li>4. If a child continues to fall well below age related expectations following additional support/resources in class, the class teacher and SENDCo meet with parents to discuss adding them to the SEND register.</li> <li>5. Termly pupil SEN support plans reviewed with the SENDCo three times a year (September, January and April).</li> <li>6. Education, Health Care Plans reviewed by SENDCo, parents and professionals from Health and Social care annually.</li> </ol>	<ol style="list-style-type: none"> <li>4. All classes have a Working Wall for Maths and English. These are to be refreshed for each new genre/topic and reflect current learning, acting as aide memoires and support for learning.</li> <li>5. All classrooms have a science display for the current topic.</li> <li>6. Reading display part of the reading area.</li> <li>7. Displays are of high quality, children's work is backed and labels are typed and use the same agreed font.</li> <li>8. Borders reattached immediately.</li> <li>9. Display Policy currently under construction and will be rolled out before the end of the year.</li> </ol>
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#### Teaching, Learning and Assessment Policy - Monitoring and Review

- At Galley Hill, we teach according to the requirements of the 2014 National Curriculum. We have clear expectations for each subject and each child with each lesson. All staff deliver learning that is challenging, high quality and provides consistency across year groups. Key Performance Indicators matched to the National Curriculum 2014 requirements support termly teacher assessment. Regular pupil progress meetings and moderation ensures accuracy of results.
- Lesson observations and book scrutinies are regular. In line with new Ofsted guidance, individual lessons are not graded but an overall self-evaluation of teaching and learning is made by the School Leadership Team. On a termly basis, teaching and learning is evaluated, detailing observations, planning audits, learning walks and book monitoring findings. Individual and general feedback allows for challenge, support and cascading of outstanding practice.
- The whole staff evaluate the effectiveness of our Teaching and Learning policy annually. All school policies are updated annually. Adaptations are agreed to by all staff so that we are constantly striving for further improvement.
- We regularly ask our parents to comment on how we are doing. We are pleased so many parents comment positively about the school. We are confident that parents value and appreciate the hard work of all the staff to ensure our children are happy, confident and achieve well. Equally, we always welcome suggestions for further improvements and inform parents on how we are developing the areas identified.
- The Headteacher and link Governors report on the effectiveness of the Teaching and Learning through the Local Governing Committee.

**Written: December 2018**

**Review: December 2019**