



Western Road Community Primary School

Teaching, Learning and Assessment Policy

*This policy was **adopted July 2017***

This policy may be reviewed at any time subject to the discretion of the Governing Body.

Rationale

The aims of our teaching and learning policy are to:

- Ensure the highest standards of teaching across the school, using a variety of teaching and learning techniques.
- Encourage the development of critical thinkers and independent and enthusiastic learners;
- Have a consistent approach to classroom organisation and management;
- Provide a positive and stimulating work environment for all users in school;
- Help children develop skills, knowledge and concepts relevant to everyday life and to become enthusiastic and independent learners;
- State our shared understanding about the quality of learning and teaching;
- Ensure effective planning, delivery and evaluation of the curriculum throughout the school, and to make certain that assessment informs teaching and learning;
- Ensure that skills, expertise and strengths of all staff are used fully to support children's learning;
- Ensure that parents are fully involved in the education of their children;
- Meet the needs of different ability groups and to take into account individual needs and stages of development;
- Provide opportunities for Spiritual, Moral, Social and Cultural development;
- Ensure equal opportunities.

Purpose:

Teaching and learning is the core business of our school.

We believe that pupil progress is the outcome of good teaching and that every child has the right to be taught well. We expect every child in our school to make at least expected progress, or better than expected progress, regardless their starting points. We believe that our school must be a welcoming, safe, attractive and vibrant place if our children are to learn effectively. We also believe that having high expectations, of ourselves and of the children, is at the heart of a good school.

Guidelines:

1. Teaching and Learning

At Western Road Community Primary School, we believe that teaching and learning should:

- Address the overall development of the whole child (physical, social, cognitive, emotional, spiritual);
- Make links between different subject areas;
- Be creative and child-centered;
- Prepare children for the future;
- Involve careful planning for the development of all children and be fully inclusive;
- Use of a variety of techniques and strategies to engage children;
- Be engaging and interesting;
- Be supported by an attractive and stimulating classroom environment;
- Be underpinned by nurturing and supportive relationships in the classroom and the whole school.

2. The Curriculum

The curriculum is organised into the Foundation Stage (EYFS) and two Key Stages:

- Reception - Foundation Stage curriculum: Early Years Foundation Stage Curriculum (EYFS)
- Key Stage One – Maths, English and Foundation subjects (topic/learning journey) and Foundation subjects (topic/learning journey)

3. Homework

Homework is set throughout the school and is seen as an important way of reinforcing school-based learning and/ or preparing children for an upcoming topic. Parents and carers are encouraged to be fully involved in supporting their children at school and at home and teachers should take time when setting homework to explain it carefully.

Homework should be valued and homework books should be marked in the same way as class books, see below. Children should also receive clear feedback on their homework where it is completed electronically.

4. Subject Leaders

In consultation with staff, subject leaders:

- Write policies for their subject;
- Support colleagues in the planning and teaching of their subject;
- Monitor progress in their subject;
- Take responsibility for the purchases and organisation of central resources for their subject;
- Produce an action plan that is available for all staff to read on staff drive/ staffroom;
- Are expected to keep up to date with their subject through research, reading and CPD;
- Make links with fellow subject leaders in our partner schools and schools in the Trust to maximize ways of sharing expertise, resources and training opportunities.

5. Expectations of Teaching and Learning

At Western Road Community Primary School, we expect teachers to:

- Believe and share in the school vision;
- Be a positive role model and treat children and colleagues with mutual respect and trust;
- Ensure that learning is progressive and continuous and that high standards are maintained;
- Provide a challenging and stimulating programme of study to all children in their care;
- Recognise and plan for the individual needs of each child, with support where appropriate;
- Uphold professional standards, including being punctual, well-prepared and organised;
- Take responsibility for their role and manage change and the development of their own professional expertise;
- Work closely with their colleagues and see themselves as a part of a team;
- Maintain an up-to-date knowledge of the National Curriculum and educational developments, including the Foundation Stage;
- Work collaboratively and share expertise, practice and ideas;
- Follow our school's policies and practices to respond generously and enthusiastically to the needs of the school;
- Follow school guidelines and policies and implement ideas from INSET and other training;
- Be supportive of each other and all members of the school community;
- Be professional, good communicators and approachable;
- Attend school regularly and be punctual for lessons;
- Be fully prepared to teach each lesson.

At Western Road Community Primary School, we expect children to:

- Attend school regularly and be punctual for lessons;
- Behave appropriately, in line with our behaviour policy;
- Show respect for all members of the school community;
- Be organised by bringing in the necessary kit, reading books, taking home letters and completing homework tasks;
- Take increasing responsibility for their own learning and to try their best;
- Take pride in themselves, their work, their environment and their school;
- Contribute and enjoy a positive attitude towards school life;
- Wear the school uniform and take pride in its appearance;
- Treat the school environment with care;
- Be enthusiastic about our school and feel proud to be at Western Road Community Primary School.

At Western Road Community Primary School, we expect support staff to:

- Attend school regularly and be punctual for lessons;
- Support the class teacher and pupils;
- Know and adhere to the expectations of the teacher;
- Carry out informal assessments and share this information with the class teacher to help inform future planning;
- Have knowledge of planning;

- Be good role models for children;
- Know and follow the school's behaviour policy;
- Be approachable, confident and be adaptable;
- Receive appropriate training.

At Western Road Community Primary School, we expect parents and carers to:

- Ensure their children attend school regularly, arrive on time and in school uniform;
- Collect their children punctually;
- Make sure that the children bring PE kit on the days they have PE;
- Notify the school of the reasons for any absences;
- Inform us of any concerns and issues relevant to the children's education;
- To attend parent meetings and participate in discussions concerning their child's progress;
- Have high expectations for their children;
- Be aware of and support the school's behaviour policy;
- Respect our school's professionalism and to support and trust us as partners in their children's education;
- Respect other parents and their children;
- Play a full role in the life of the school;
- Support the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables; understand the importance of homework, and support their children to complete their homework.

At Western Road Community Primary School, we expect all members of the school community to:

- Support a positive school environment in which everyone can feel safe, secure and valued and have high expectations of behaviour;
- Work as a team towards the same goal by motivating, supporting, valuing and encouraging each other;
- Offer equal opportunities in all aspects of school life and to be fair and consistent;
- Promote positive relationships and a sense of belonging to the whole school community;
- Support the school in maintaining and raising standards.

We intend to achieve these expectations by:

- effective communication;
- commitment to teamwork and to agreed goals;
- consistent monitoring, planning and evaluating;
- continuous improvement through support and challenge;
- sharing good practice;
- consistency in all areas (such as behaviour management, dealing with complaints, implementation of policies, expectations, planning and assessing);
- ensuring celebration;

6. Helping children to learn:

At Western Road Community Primary School, we believe that children learn best when they:

- are happy;
- feel secure and safe;
- can take learning risks;
- are given opportunities that challenge them;
- have feedback about their work and are praised;
- have a sense of their own worth and feel confident;
- are clear about expectations around learning and behaviour;
- have an opportunity to discuss their learning;
- know routines;
- work in a purposeful, calm environment;
- work in a visually exciting environment;
- are involved practically;
- are allowed to be critical thinkers;
- are given time to think and reflect;
- know the learning goals;
- are enthused by the teaching;
- are taught in a variety of ways;
- are allowed to ask questions;
- experience success;
- are not tired, hungry, distressed or unwell;
- are engaged in learning experiences which are structured, progressive and focused;
- are shown models of how things are done;
- feel a sense of fairness prevails;
- respect the adults and where appropriate language is used;
- are supported by adults and parents / carers;
- are provided with the appropriate resources and materials.

7. Planning

In order for children to have an effective learning experience, each lesson must be well planned. At Western Road Community Primary School we use long-term, medium-term and short-term planning which sets out the provision children will receive and how it will be delivered.

Long-term plans / Curriculum Maps set out the topics that will be covered over the whole school year for each year group. Long-term plans will be published on the school's website.

Medium-term plans or Schemes of Work explain in more detail the work to be covered over a term (typically a 5 to 7 week block). They will identify opportunities for teaching children about British values and spiritual, moral, social and cultural aspects of learning. Schemes of work will be developed for each subject area in the National Curriculum and will be in place prior the commencement of the term they cover.

Teachers use weekly plans setting out exactly what work is to be done each day. Teachers will produce separate weekly plans for English, Maths and foundation subjects. Teachers will also prepare a weekly guided reading plan and grammar,

punctuation and spelling as part of their weekly English plan. Teachers will also prepare Early Morning Maths activities which will form part of their weekly Maths planning. Weekly plans will be displayed in the classroom at the beginning of each week. Weekly plans will include clear learning objectives (or W.A.L.T's), Success Criteria (or W.I.L.F's) and descriptions of activities. Weekly plans will indicate provision for higher ability, medium ability and lower ability learners. They will also indicate SEND provision where this is different, identify those children entitled to the Pupil Premium and where/how TA is being used during the lessons.

Planning will be monitored by the Headteacher, Deputy Headteacher, Key Stage Leaders and, on occasions, by Governors.

At the beginning of each term teachers will produce a curriculum letter to parents, outlining the planned learning for the term and explaining ways in which parents can help their children at home. The curriculum letter will also contain other helpful information such as dates of planned trips and PE days. Curriculum letters will be sent home at the end of the first week of each term and published on the school's website.

8. High Quality Lessons

We have identified the main factors that contribute to effective teaching and learning in the classroom.

Before the lesson, the teacher will:

- have relevant knowledge of the subject;
- have planned activities that take account of the needs of individual children and groups of children;
- have planned activities that take account of the various learning styles of the children;
- have identified the aims and intended learning outcomes of the lesson and considered how to share these with the children (Learning Objectives and Success Criteria);
- have a clear picture of previous and future learning and therefore understand the context of the lesson;
- have generated key questions on the topic to assess levels of understanding;
- have the relevant resources available and accessible;
- identified a focus group of children with whom to work;
- have planned the use of other adults in the class;
- made links between other subjects;
- considered opportunities to develop literacy across the curriculum;
- considered opportunities to teach children about British values and SMSC aspects of learning.

During the lesson, the teacher will:

- maintain high expectations;
- give clear information and explanations to the children;
- tell the children the aims of the lesson (Learning objectives or WALTs) and how these relate to previous and future learning;
- Share Success Criteria with the children;
- ensure that the children know what is expected of them, both in terms of work and behaviour;
- inform the children about the way they will work – whether in groups or

alone, silently or in discussion, what resources they will use etc.;

- interact effectively with the children;
- use effective questioning and other appropriate AfL strategies;
- manage the children's behaviour well, using clear and orderly routines with consistency;
- match work accurately to the children's abilities;
- ensure all the children are on task and settled;
- develop children's language and social skills;
- give appropriate opportunities for the children to deepen their learning;
- take steps to motivate and inspire the children;
- evaluate and assess the lesson as it progresses;
- monitor the progress being made during the lesson and give feedback orally or in writing;
- manage the time, rigor and pace of the lesson;
- ensure additional adults are aware of learning objectives and are actively involved in supporting the children;
- seize opportunities to praise and celebrate the children's efforts.

After a lesson, the teacher will;

- assess the lesson in light of what happened;
- evaluate the teaching and learning and make any necessary changes to future planning that might be appropriate;
- mark children's work giving clear feedback, see below;
- communicate with support staff about their input into the lesson and next steps;
- return any resources to the appropriate place;
- ensure that the environment is left neat and tidy for the next session.

High Quality Teaching:

When the quality of teaching is good, the following may be observed:

- well-informed, planned and organised lessons;
- good knowledge of the subject being taught;
- clear achievable learning outcomes, of which the pupils are aware;
- high expectations of work and behaviour;
- offering of exemplars to illustrate what is expected;
- differentiated activities with appropriate resources;
- positive relationships between the teacher, the children and the other adult workers in the classroom;
- tasks which are challenging and give opportunities for further development;
- appropriate questioning skills to motivate and inspire children;
- good time management leading to well-paced lessons;
- other adult support being appropriately deployed;
- evidence of evaluation and assessment;
- there is a prompt start to lessons after break times e.g. 10.50am / 1.05pm.

High Quality Learning:

When the quality of learning is good, the following may be observed:

- children are on task, knowing the time available to complete it;
- children are able to explain the purpose of their task;
- children can explain what it is they are learning;
- children are involved in the decision making and learning process;

- children are displaying positive attitudes e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application;
- quality outcomes in the work produced;
- evaluations and positive feedback;
- a safe, stimulating and comfortable work environment;
- children apply their knowledge and understanding to different situations;
- acknowledgement of different approaches, including trial and error and learning from each other;
- children expressing the 'next-step' in their learning either verbally or as a written response to feedback.

9. Celebrating Achievement:

At Western Road Community Primary School we believe in celebrating achievement of all children. We will do this through:

- displays in classrooms and around the school, (see below);
- performances of children's work;
- school assemblies and special events;
- stickers, certificates and other rewards for high achievement in work, effort or behaviour;
- daily praise and encouragement;
- informing and involving parents in the good work their children do;
- sharing good work with classmates and other classes;
- the Headteacher's trophy.

10. The school's general principles for marking work are:

- the purpose of the marking should be clear;
- marking should have meaning for children and should be easy to understand;
- the marking should be mainly related to the learning objectives;
- all marking should be constructive;
- certain aspects should be identified to be improved, and not all of the mistakes;
- it is important that targets are known to the child and progress to their achievement are acknowledged;
- marking is best carried out with the child present;
- all members of the school community should be consistent in their approaches to marking;
- the marking should be initialed and dated;
- marking and assessment should inform planning;
- the children should be involved in assessing their own work;
- approaches to marking should be regularly monitored across the whole school.
- feedback to children about their work is completed as soon as possible after the work is completed.

11. Specific principles for marking are:

- All the marking must be legible to the child, it models the school handwriting policy and is appropriate to their age and ability;
- Marking should be either contextual to the learning objectives of the teaching and/or matched to individual targets;
- Marking may pick up on children's previous targets or marking comments;
- Marking will show a dialogue between the teacher and the child. Children will be given time in class to review and respond to their teacher's marking;

- The marking of children's work against this policy will be monitored on a regular basis;
- Every piece of work will, at the very least, be acknowledged with a comment or initials;
- Teachers will make a positive comment on most pieces of work in PINK (as in tickled pink);
- Some pieces of work (at least one or two pieces each week in both Maths and English) will include an improvement task or question which will require a written response from the children. This will be written in GREEN (for growth). Green questions/tasks might require children to correct spelling mistakes or to write a sentence or paragraph consolidating the learning or moving the learning to the next level. Time should be given in class for children to read and respond to Green questions/tasks and this dialogue between teacher and child should be evident in children's books.

12. Formative Assessment and Assessment for Learning

All teachers should be carrying out ongoing assessment, known as formative assessment, so that they can plan the next stage of each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. Teachers will annotate their plans on a daily basis and will also take into account the feedback from the TA. This may mean that the planning is adapted at short notice to take into account of specific needs. Formative assessment provides children with feedback to enable them to recognise the next steps in their learning. Goals are shared with children through this type of assessment, providing every child with the confidence needed to improve and in turn raising their self- esteem. Formative assessment consists of four main elements:

- share learning goals;
- effective questioning;
- self and peer evaluation;
- effective feedback.

Evidence of self and peer evaluation

Wherever possible children are involved in self and peer assessment so they can become reflective learners and make modifications to their work, as part of the process of learning. Research suggests that there is more value in marking work during the lesson with the children, rather than away from them.

Children are expected to contribute to their own work and use self or peer assessment strategies in class such as:

- traffic lights systems;
- completing WALT slips in KS2;
- creating their own success criteria;
- checking against success criteria;
- discussing and comparing quality;
- talk partners;
- thumbs up, thumbs down;
- highlighting a section that needs improving and working with a partner to improve it.

13. Summative Assessment

Summative assessment - is sometimes referred to as Assessment of learning as it takes place at the end of a period of learning. Summative assessments may take place at the end of a unit of work, the end of term, year or key stage.

At the end of each term (typically a 6 week block) teachers will use a range of assessments to identify whether a pupil is working below, at or above age related expectations in Reading, Writing and Mathematics and these assessments will be entered on the school's tracking system.

At the end of terms 2, 4 and 6 teachers will use a range of assessments to identify whether a pupil is working below, at or above age related expectations in all the other National Curriculum subjects and these assessments will be entered on the school's tracking system for Subject Leaders to analyse.

14. Classroom Routines:

The following are features of a well-organised classroom:

- the classroom has consistent routines, which all staff are aware of, including such routines as lining up, the taking off and putting on of coats, storage of bags and lunchboxes etc.;
- entry and exit routes and routines to and from the classroom to outside areas, including the hall(s) and playground are well-known to the children and used appropriately and consistently;
- school rules are discussed and displayed, based on the school's behaviour policy;
- clear rewards and sanctions are consistently applied;
- children are informed about the timetable for the day, especially when there is a change to normal routines;
- timetables should be displayed in every classroom and KS1 classes must have a visual timetable on display (this is also good practice for KS 2 classes);
- routines are in place for the start and end of lessons and activities, to maximum learning time;
- the classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and the pace of lessons;
- routines for retrieving, using and clearing away resources are followed;
- classrooms are kept neat and tidy.

15. Resources:

Ready supplies of appropriate resources are vital to teaching and learning. Each classroom should have:

- sufficient resources, readily available and easily retrievable without disruption, in order for the planned lesson to take place efficiently and effectively;
- good quality, appropriate resources, relevant to the age group being taught and the lesson planned for;
- resources which are fully operational (e.g. Pencils are sharpened, the quantity required are available)
- Clearly labelled storage units for resources, specific to a subject and legible to the children;
- An attractive and well-resourced book corner and clean and tidy art area;
- A working computer;

- Clearly displayed timetable and weekly planning, accessible to supply teachers.

Resources should be stored tidily and children should be taught to treat all resources with care.

16. Displays:

Displays are an important part of the well-organised classroom. A good classroom has:

- Adequate space for both 2D and 3D displays;
- A variety of work on display, reflecting the different curriculum areas;
- Displays that are up-to-date and relevant to the work in hand;
- Displays that are informative, with the learning objectives /WALT key questions displayed.
- Clear, labelling that is child-friendly;
- Lively interactive and attractive displays, with co-ordinated backing paper and fabrics;
- Each class should have an area which displays/ captures SMSC learning;
- Displays that reflect the diversity of ethnic backgrounds in our school;
- Children's work should be mounted and their names should be clearly written on the piece of work;

At Western Road Community Primary School, we believe that:

- Displays need to be changed at regular intervals;
- Displays should be varied and focus on different subjects and all subjects should be covered over the course of the school year;
- The work of adults should be displayed from time to time;
- Children should understand the importance of display and value displays within the school;
- All children should have the opportunity to have their work displayed over time;
- All work displayed will be of the highest quality;

17. Furniture:

Furniture will be clean, undamaged and of good quality and be:

- Of the appropriate size for the children using the classroom;
- Of the appropriate size for the needs of the children and their planned learning;
- Organised to maximise the use of space in within the classroom;
- Able to support storage and display within the classroom;
- Organised to facilitate the teaching style(s) being used in the lesson (e.g. whole class, small groups);
- Children's chairs should be facing the front of the classroom for whole class teacher exposition.

18. Pupils with Special Educational Needs:

The class teacher is responsible for ensuring that work is suitably differentiated. At Western Road Primary School the emphasis is on Quality First Teaching.

Children may be withdrawn for extra support, or receive support in the classroom, from TAs, INAs, SEN Teacher / Support.

19. Monitoring Teaching and Learning

At Western Road Community Primary School, monitoring of teaching and learning is achieved in the following ways:

- assessment of planning;
- observation and feedback of lessons;
- pupil voice;
- evaluation of displays;
- learning walks and environmental walks;
- scrutiny of records kept on children's progress;
- teacher evaluations;
- target setting and scrutiny of targets set;
- conferences with parents;
- marking of children's work;
- records of achievement;
- tests, including baseline assessment and SATs;
- sampling of children's work.

20. In order to sample children's work successfully, we:

- identify and set criteria for sampling;
- establish a curriculum focus for sampling;
- decide whether we will sample recorded work or practical work;
- be clear about the frequency of sampling;
- decide whether to look at all the children's work or a sample;
- have ways to record the result and the action plans based on the sampling;
- make sure that the sampled work is related to the schemes of work and learning objectives;
- ensure that the sample includes a range of abilities.

21. Work in the classroom is observed on a regular basis.

The aims of these observations are to:

- promote the effectiveness of the teacher in the classroom;
- support the teacher's professional development;
- inform the senior management team of practice, enabling them to address issues if necessary;
- allow time for reflection on personal practice;
- share good practice and celebrate successes.

22. Giving feedback about the quality of teaching and learning

At Western Road Community Primary School we believe that the best feedback happens when:

- feedback is constructive;
- suggestions are offered to assist improvements;

- time is given to reflect on personal practice;
- targets are clearly set and followed up;
- the focus of the feedback is on the issues and not the person;
- feedback is given as soon as possible after the lesson.

23. The setting out and presentation of children's work:

At Western Road Community Primary School we believe that children should take pride in the work they do by:

1. Maths

- writing the short date in the top right hand corner of their page / work e.g. 28.7.16. and underlining with a ruler;
- ruling a '2-square' margin down the left-hand side of the page in Key Stage Two
- writing the W.A.L.T or Learning Objective at the top of each piece of work and underlining with a ruler;
- writing 1 digit in each square;
- using a ruler for all pieces of work that have straight lines e.g. margin, drawing shapes, graphs etc.
- using neat & legible cursive handwriting;
- use a pencil.

2. English

- writing the full date at the top right hand side of each piece of work e.g. Monday, 28th July, 2016;
- starting work up against the margin in their book;
- using neat & legible cursive handwriting;
- indicating when they have made an error in a piece of work by ruling a neat line through it;
- children should write in pencil until they have received their pen licence from their teacher, then they should write in black ink.

24. The Teaching and Learning Checklist

This policy should be read in conjunction with the school's Teaching and Learning Checklist. This has been designed as a summary of the policy and sets out our Teaching and Learning non – negotiables on one page for ease of reference. Teachers should keep a copy of the Teaching and Learning Checklist in their planning folders for reference purposes. Learning Walks, including Environmental Learning Walks will be carried out in relation to this checklist. The Teaching and Learning Checklist can be found in the Staff Handbook, reissued September 2017, and is shown below:

Teaching and Learning Checklist

Teaching and Learning

- Clear learning objectives displayed - We are learning to...
To be able to.... To understand....
- Success Criteria displayed - Remember to....
- LO/WALT and SC explained and referred to throughout the lesson
- Differentiated activities
- Identify different groups of children in planning, especially those entitled to the Pupil Premium
- Role of TA/INA identified in the planning
- Ensure planning is saved on the network each week
- Ensure you have modelled task where appropriate
- Ensure scaffolding provided where needed
- Ensure range of AfL strategies, including opportunities for students to up-level their work
- Ensure feedback is clear and legible and helps children improve their work (pink for praise and green for growth task)
- Ensure opportunities for children to respond to marking
- Where possible, practical work should be evidenced by photographs and stuck in chns' books
- Weekly Literacy and Maths homework should be set and marked for Yrs 1 -6 to support the learning in class

Environment

- Displays should represent different curriculum areas and reflect current learning
- Displays should celebrate and value children's achievements
- Displays should be..... eye-catching and creative
all work should be mounted (working walls considered)
all displays should have a title and an explanation of the learning
- Some displays could show learning processes (working walls)
- Some displays should include SMSC questions for children to reflect upon
- Displays should include learning prompts - What to do if I get stuck?, common words, topic specific vocabulary, number lines and visual aids to support children's spelling etc.
- Classroom areas inside and outside (including cloakrooms) to be kept tidy
- Teachers' desks kept tidy
- No tea or coffee cups in class rooms please
- Book corners/class libraries maintained so that they are attractive and inviting

Organisation and Presentation

- All work must be dated - long date for English, short date for maths – underlined with a ruler
- Learning Objective as the title, underlined with a ruler
- Writing must be in pencil for maths and blue / black pen (when ready) for other subjects
- All work must be finished if possible, taking into account ability of child
- All work must be marked /acknowledged. Marking must be legible and should include strategies for improvement (pink for positive comments, green for growth tasks)
- No graffiti on books
- Remind children to use skills they acquire in handwriting lessons in all their work
- All children should be positioned so that they are facing the front of the classroom in order to see the LO/WALT and SC clearly, at least for the teacher exposition part of the lesson