



St Gabriel's Catholic Primary School

Teaching, Learning and Assessment Policy

Statement of Intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately adapted for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of Governors	Date: _____

1. Learning Environment

Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently.

The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are geared towards aiding learning, celebrating children's work and not providing distraction. Knowledge Organisers need to be shared with the children and displayed.

Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to have access to water.

2. Our Philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other
- Adopt various roles in groups
- Volunteer thoughts and opinions
- Respect the thoughts, ideas and contributions of others
- Give honest and positive feedback
- Be engaged in their learning, utilising RWI and Kagan techniques

To encourage all pupils to contribute to lessons, teachers:

- Display the speaking and listening rules and reinforce these during lessons
- Allow sufficient thinking time between questions to allow pupils to consider their responses
- Use the raised hand/ stop signal is used to indicate that children have stopped and ready to listen

To ensure that the quality of teaching is of the highest standard, we ensure:

- Lessons begin with a review of previous learning – Retrieval Practice
- New material is presented in small steps followed by opportunity for pupils to practice new learning
- A large number of good questions are asked to check the understanding and response of all children
- Models and images are provided to help pupils make links, recall information and to reduce cognitive load
- Pupils have the opportunity for guided practice
- Pupils' understanding is checked during the lesson
- There is a high success rate
- Scaffolding is provided for difficult tasks
- Independent practice is monitored
- Pupils are engaged in regular reviews of their learning

3. Teaching Strategies

The Curriculum

Reception classes follow the EY profile. Years 1-6 follow the National Curriculum. Programmes of study are adapted to accommodate mixed age classes on a 2 year cycle.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all pupils through adaptive teaching and the provision of the necessary resources.

While teaching the National Curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

In-class Support

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times. In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil Involvement

Pupils are provided opportunities to follow-up teachers' feedback with questions or advice. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout

The following questions should be discussed with pupils to assess the quality of teaching and learning

- Do you know what you are learning? How do they know?
- What happens if you struggle with your learning?
- Tell me about this piece of work. What did you learn?
- Show me a piece of work that you are really proud of and tell me why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your Maths/English homework?

SEND

All children with SEND are part of an inclusive classroom and we strive to provide them with the same level of opportunities as others through quality first teaching and adaptive lessons.

Provision maps are used throughout the year to set SMART targets which the children can work towards during short, purposeful interventions. These are adapted and changed when needed and take on board advice/targets set by external agencies

4. EYFS

Areas of Learning

There are 7 areas of learning which shape the educational programmes at St Gabriel's. These consist of the 3 Prime areas, Communication and Language, Personal, Social and Emotional Development and Physical Development. In addition there are 4 Specific areas, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Development Matters is also used to support practitioners in the delivery of the EYFS learning and development requirements.

Reception Baseline (RBA)

The Reception Baseline Assessment (RBA) is a short assessment that is taken in the first six weeks in which a child starts reception. Teaching staff will complete assessments in Literacy, Communication and Language and Mathematical areas of learning. Staff will use knowledge collected from these assessments, as well as knowledge gained from their own observations and interactions to plan an appropriate curriculum matched to pupils' needs and next steps.

Early Learning Goals and EYFS Profile

At the end of Reception, the EYFS profile is completed for each child. Teachers will draw upon their practitioner knowledge to make holistic, best fit judgements about each child's development against each of the 17 Early Learning Goals. Across the year, teachers discuss and monitor those pupils who are not on track and identify those who need additional learning support, putting appropriate additional teaching in place.

Practitioner Knowledge and Daily Interactions

Assessment is primarily based on practitioner's professional knowledge of what each child knows, remembers and can do. During continuous provision, practitioners spend time interacting with children, directly supporting their learning and development. Practitioner knowledge and judgements will largely be based on their observations and interactions during day-to-day activity in the classroom. Teachers will also use feedback notes from planning documents and meetings as well as Seesaw records to supplement their knowledge of each child.

Seesaw

Seesaw is used as a recording file to evidence the learning that has taken place. Staff in Early Years record key moments of children's learning from focused activities, whole class lessons or children's independent play on Seesaw. These records are used to support discussion when judging children's level of development and attainment against the Early Learning Goals.

Floor Books

Floor books are used to gather photographs, pupil voice and samples of children's work to celebrate and show what learning has taken place over the year. This includes topics the children learn about, photos of any trips or visitors and any special 'WOW' moments.

Focussed Teaching Sessions

During taught sessions, practitioners will use a range of AFL strategies to observe and assess what children have learnt. Practitioners will record on plans, in a simple way, particularly noteworthy achievements and identify those pupils who need further support or consolidation. During weekly focus tasks, practitioners will record whether the child has met the objective and indicate the level of support needed to complete the task, adding further comments if needed. These documents will support discussions at weekly planning meetings in order for teachers to adjust planning and plan next steps in learning.

Planning Meetings

Planning meetings are held weekly. During these meetings practitioners reflect upon the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Practitioners reflect upon day to day

informal feedback from taught sessions and interactions during continuous provision to assess what learning has been embedded, needs further practice or consolidation.

Moderation

Moderation of EYFS profile assessments is a collaborative process with colleagues. Within school, teachers discuss and informally agree assessment judgements with other practitioners including Preschool and Year 1 staff. Practitioners also use exemplification materials in order to make accurate judgements and ensure consistency. Early Years practitioners also attend local cluster meetings to support and develop their understanding of the ELG's.

5. Assessment

Baseline Assessment

Following the introduction of the Reception Baseline Assessment in 2020, the school has adopted an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

For mid-year transfer pupils CTF data will be obtained, phonic screen completed when needed and transition conversation held with the previous school.

Formative Assessment (Assessment for Learning)

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge
- Identify the next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group and individual
- Track the pupil's rate of progress
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

- Guide teaching and learning and help pupils achieve their targets.

Methods of formative assessment include the following:

- Question and answer sessions
- Quizzes
- Observations
- Self-assessment
- Summative Assessment (Assessment of Learning)
- Summative assessment is important for:
- Accurate information regarding a pupil's attainment and progress
- Informing both parents and teachers of a pupil's attainment and progress

Summative Assessments

Summative assessments are used to:

- Identify attainment through tests at specific points in time
- Record performance in a specific area on a specific date
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of KS1 and KS2
- Provide information about cohort areas of strength and weakness to build from in the future.
- Monitor the progress of individuals and groups of pupils

Methods of summative assessment include:

- Termly assessments for Reading, Writing and Maths
- External examinations such as the National Curriculum tests.

6. Feedback

- Learning objectives should be referred to throughout the learning process and used to reflect and assess pupils' progress towards achieving them
- Feedback must be given and actioned during the lesson as much as possible. It must focus on the objectives and concepts taught and address any misconceptions

- When distance marking, teachers must use specific and general marking codes as outlined in the policy
- Errors are misconceptions or misunderstandings, which need to be addressed and used as teaching points for the following lesson
- Mistakes may be due to carelessness and therefore need to be highlighted and corrected
- Guided groups or supported groups should have feedback straight away during the sessions, indicated by using the VF code
- Opportunities to address mistakes should be built into lessons for children to action or work with peers to identify errors or mistakes in their work. This could be: spellings, grammatical errors, sentence construction, or inaccurate calculations in Maths
- Staff are only expected to write comments that will impact on moving learning forwards

General Assessment Codes

√	Correct
▪	Incorrect
VF	Verbal Feedback Given
S	Adult Supported
RAR	Read and Respond
Steps to success; 1 2 3	I need more help I need more practice I have understood

Maths Assessment Codes

√	Correct
▪	Incorrect
All corrections to be made in purple pen, at the side of the original calculation	



English Assessment Codes

In English, the assessment codes will be introduced in line with year group NC objectives. They will be used by teachers according to pupils need, attainment and ability, and by pupils, when they are ready, to encourage independence in editing.

At the start of KS1, teachers will use and model the appropriate codes when assessing pupils work. New codes will be introduced as appropriate. By the end of KS2, most children will be proficient with responding to the editing codes and independently correcting and improving their own work.

Purple Polishing Pens

All pupils will use a purple pen, alongside the editing symbols to edit and improve their own work during 'Read and Respond' time. (RAR)

Code	Key Stage 1	Key Stage 2
SP	Correct the spelling (common exception words and topic specific)	Correct the spelling (common exception words and topic specific)
P	Add punctuation	Add punctuation
^	Add a word	Add a word
*		Add a better word
		Check this makes sense
+		Extend by adding more detail
//		Start a new paragraph
		Rearrange the order of words in the sentence for clarity

Improving Basic Skills Errors:

Age-appropriate mistakes are to be addressed in line with year group, non-negotiables and previously secured objectives

Moderation

Regular moderation of levelling takes place each term to ensure consistency. Teachers meet to analyse pupils' work against National Curriculum or EYFS requirements. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage Assessments and LA Moderation

Monitoring and Reporting

This policy will be reviewed by the curriculum sub-committee.

The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

The next scheduled review date for this policy is September 2024

