

2023-26

Teaching, Learning and Assessment

Policy



'I have come that they may have life – life in all its fullness' John 10 v 10

Belonging, Believing, Building a Future

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To be reviewed by Jan 2026

Date agreed and ratified by Local Governing Body...Dec 23.....

Objectives

Management of the School Day

KS1

8.30am-8.35am Registration
 8.35 ~ 10.00 Curriculum Time (85 minutes)
 10.00-10.20 Break (20 minutes)
 10.20 ~ 10.40 Assembly (20 minutes)
 10.40 ~ 12.00 Curriculum Time (100 minutes)
 12.00 ~ 1.00 Lunch (60 minutes)
 1.00 ~ 3.00 Curriculum Time (120 minutes)
 Total Hours per School Day: 6 hours 30 minutes
 Total Hours per Week: 32 hours 30 minutes

KS2

8.30am-8.35am Registration
 8.35 ~ 10.20 Curriculum Time (105 minutes)
 10.20 ~ 10.40 Assembly (20 minutes)
 10.40 ~ 11 Break (20 minutes)
 12.00 Curriculum Time (100 minutes)
 12.00 ~ 1.00 Lunch (60 minutes)
 1.00 ~ 3.00 Curriculum Time (120 minutes)
 Total Hours per School Day: 6 hours 30

Curriculum time is planned as continuous study throughout the term, or as blocks of study. Teachers follow the agreed schemes of work based on Curriculum Maestro on a 2 year cycle. Maths, Phonics, Spelling, Reading and Writing, PE, PSHCE and French objectives are taught for single age groups where appropriate.

Teachers encourage pupil to work within given time scales, and facilitate the effective use of time through:

- the provision of appropriate resources
- planning extension activities, which can be carried out by individuals or groups of pupil
- planning appropriate support for both the most and the least able pupil.

Links are made between curriculum subjects and areas of learning in order to deepen pupil's understanding, increase enjoyment, provide opportunities to reinforce and enhance learning and to enrich the curriculum.

Classroom Management and Organisation

The learning environment is managed in such a way as to facilitate different styles of learning and with regard to the needs of pupil with Special Educational Needs and the most able through:

- whole class teaching
- guided teaching
- one to one teaching
- collaborative learning organised according to appropriate criteria (e.g. ability, interest)
- independent learning

All areas of the learning environment are planned for including, where appropriate, the outside areas in order to ensure opportunities for a range of practical activities support the full breadth of the curriculum. Teaching Assistants are employed to support the learning of all pupils including the most able; disadvantaged and those with Special Educational Needs, as outlined in their Pupil Profiles or Education Health and Care Plans.

The Learning Environment

Staff at St Peter's believe that a stimulating environment sets the climate for learning. Classrooms are organised to facilitate learning and the development of independence. Pupils are involved in the maintenance and care of all equipment and resources.

All classrooms include:

- a class display of the school's agreed rules, in accordance with the school's Behaviour for Learning Policy – ready, respectful, responsible and a zones of regulation board that pupils can access.
- high quality, accessible resources
- comfortable and attractive carpet areas
- displays that celebrate achievement and guide work and learning
- labels that, wherever possible, reflect the language diversity in the school.

Reception and KS1 classrooms contain areas for imaginative play that change regularly, in order to give opportunities for a range of play and role-play which contribute to learning in a purposeful manner.

Routines and Rules

Staff at St Peter's believe that routines and rules in the classroom contribute to a positive learning environment. Class rules and routines are:

- agreed and communicated clearly in order that they are understood by the pupil
- applied fairly and consistently
- shared with parents via the home school agreement.

Planning

Staff provide a broad and balanced curriculum, which develops the knowledge, skills and understanding necessary for future learning as well as providing opportunities for pupils to develop socially, spiritually and morally. Effective planning provides clarity for teachers about what to teach. It ensures that pupils develop knowledge, skills and understanding in a coherent, progressive manner.

Long-term plans provide an overview of the units of work which are covered throughout Reception, Key Stage 1 and Key Stage 2 in each subject area, divided into termly topics. They set out the knowledge, skills and vocabulary taught at each stage. They take into account the 5 golden threads of our curriculum: nature, curiosity, change, humankind, creativity.

There is a two-year topic cycle for Years 1-6 in which all curriculum areas are taught throughout each year and ensures progression in National Curriculum coverage. A termly topic overview is produced and provided for parents at the start of each term. In Reception, coverage towards the Early Learning Goals is carefully mapped within 6 yearly topics.

Class teachers ensure that the curriculum offered matches the needs of the pupils in their class. Medium term plans are written using the long-term progression plans, that reference the Early Years Foundation Stage and National Curriculum. Teachers plan for each subject, identifying clear learning objectives, activities, resources, differentiation and assessment opportunities. Medium term plans inform teachers' weekly planning and pace the learning for the term. Each class teacher is responsible

for assessing the progression within their class. Medium term plans are working documents, which are continually reviewed and amended in the light of teacher evaluations and assessments, pupil performance and resources. Short Term plans (daily/weekly) are used where useful for individual teachers. All staff select appropriate activities and resources, which take account of pupil's prior learning using the medium-term plan and the supporting schemes of work as a guide. Teachers outline assessment methods appropriate to learning objectives and planned activities. They have strategies for sharing their learning objectives and assessment criteria with the pupil. The assessment takes into consideration a range of teaching strategies and assessment approaches (see Marking and Feedback Policy).

Differentiation

Teachers differentiate the curriculum by:

- task
- outcome
- teacher / adult support

High expectations, differentiated tasks and adaptive teaching are a regular feature of lessons to ensure the needs of all pupil groups are catered for.

Record-keeping and Assessment

In Reception, assessments are made against the age banding levels from 'Development matters in the Early Years Foundation Stage' using the Early Years Foundation Stage Profile in the seven areas of learning. Evidence is gathered of pupil's knowledge, skills, understanding and characteristics of learning and this is used to assess pupil's development and progress towards the Early Learning Goals. The reception baseline assessment is used as an entry benchmark and Wellcomm and phonic assessments are used to give further information about pupil's starting points.

In Key Stage 1 (Years 1 and 2), and Key Stage 2 (Years 3-6) pupil's progress is assessed in all subject areas as defined by the school's chosen assessment tool; Insight. Assessment enables teachers to:

- track pupil's progress from the start of the EYFS through to the end of Year 6
- use diagnostic information about pupil's strengths and area for development
- make judgements as to whether pupil are working towards, have met or exceeded the end of year expectations for each of the core National Curriculum subjects.

Formative assessment

Formative assessment is part of the day to day classroom practice and informs teacher's future planning in order to facilitate good or better pupil progress. Throughout the year formative assessment including retrieval tasks, questioning, marking, self and peer assessment, observations and discussions help used to assess pupil's knowledge, skills and understanding.

Summative assessment

In Terms 2, 4 and 6, teacher's use summative tests that give standardised scores, providing evidence of a child's progress toward the end of year expectations. This data is analysed and used to identify any gaps or 'next steps' in pupil's learning and inform future planning. Teacher assessment is recorded on annual reports and shared with parents. Sandwell maths assessments and Salford reading

assessments are also used as a way of tracking smaller amounts of progress and producing diagnostic information about smaller gaps in learning. This can be used with any child and are often used for SEND pupils.

Monitoring and evaluation

Pupil's work is monitored and moderated every half term (six times a year) in each of the core curriculum areas by class teachers, Curriculum lead and the Headteacher. Monitoring teaching and learning happens through:

- Informal discussion with colleagues
- Looking at pupil's work
- Observing lessons as appropriate
- Looking at plans
- Talking to pupils

Teaching strategies and learning styles

Pupil enter school at different stages of development, they learn in different ways and at different rates through a variety of processes. Taking account of these differences, a range of opportunities for pupil to develop different learning styles are provided including:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At St Peter's the organisation of teaching and learning encourages pupil to develop their own strategies to gain knowledge, skills and understanding. Teachers bear in mind subject specific pedagogies to help deliver content in the most effective way, depending on the subject.

Assessment for Learning strategies are used throughout the school to help pupil to understand the aim of their learning, where they are in relation to this aim and how they can achieve this. To ensure equality of access and effective matching of tasks to pupil's needs, teachers use a variety of strategies:

- Discussion and questioning
- Previewing and reviewing work
- Didactic teaching and interactive teaching
- Mind mapping
- Opportunities for reflection
- Demonstrating high expectations through target setting
- Providing opportunities for repetition / reinforcement / consolidation

- Providing encouragement, positive reinforcement and praise, verbally and through marking
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all pupil with opportunities for success
- Using a range of communication strategies ~ verbal and non-verbal

Teachers may use a number of strategies in any one session.

Curriculum enrichment

At St Peter's, we recognise the importance of educational visits and visitors in enriching the curriculum. They increase motivation and interest and help develop pupil's understanding as well as their self-esteem, confidence and engagement. We plan various visits and visitors throughout the school year, linked to the topics studied being studied. The school supports families who have difficulty in meeting the costs in order that all pupil are able to participate in educational visits (see Charging and Remissions Policy).

Resources

Each classroom is equipped with a basic set of resources and books appropriate to the age range, which are regularly reviewed. Specialist resources are available from the curriculum resource cupboards, and are audited by subject leads. A range of ICT software and programmes are used to support teaching and learning as appropriate. Pupil are taught how to use all resources correctly and safely, with care and respect, and with regard for health, safety and waste. E-safety is taken seriously and pupils sign a ICT agreement before being allowed to use ICT in school. Care is taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupil have equality of access. Parents' Role Parents/carers are encouraged to support their pupil's learning by fulfilling the requirements set out in the Home School Agreement.

Roles and Responsibilities

The Governing Body will ensure that:

- all statutory elements of the curriculum, and those subjects which the Governing Body chooses to offer, have aims and objectives which reflect the aims of ODST (our academy Trust) and indicate how the needs of groups of pupils will be met.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum;
- the procedures for assessment meet all statutory requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- the Governing Body is involved with the leadership team in setting targets with ODST in order to make informed evaluations on the overall effectiveness of the school and its provision.
- considers the advice of ODST and the headteacher when approving its curriculum policies and when setting statutory and non-statutory targets;
 - regularly monitor progress towards annual targets and the outcomes for pupils across the school;
 - contributes to decision making about the curriculum; and
 - Ensure, on behalf of trustees, that the school's curriculum fulfils all statutory elements and content.

School leaders will ensure that:

- they have an oversight of curriculum structure and delivery within their school, phase or subject;
- provide detailed and up-to-date schemes of learning to support the delivery of subjects and aspects of learning within their school which are monitored and reviewed on a regular basis
- schemes of learning encourage progression at least in line with national standards;
- levels of attainment and rates of progress are regularly discussed with leaders, managers, trustees and governors on a regular basis and that action are taken where necessary to improve these;
- long term planning is in place for all subjects and aspects of learning;
- there is consistency in terms of curriculum delivery across the school. Schemes of learning should be in place and be used by all staff delivering a particular subject or phase of learning;
 - assessment is appropriate to the subject and the pupils following particular areas of learning.
 - There should be consistency of approach towards assessment which will be recorded in the Trust tracking procedures using Insight
 - Schools share best practice with other colleagues in terms of curriculum design and delivery; and
 - CPD needs are reviewed regarding curriculum planning and delivery within their area of responsibility.
- provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees;
- ensure that effective links between subjects and areas of learning are capitalised upon;
- coordinate the introduction of new curriculum changes and initiatives;
- lead regular CPD to staff;

- monitor progress and standards;
- support and offer advice to colleagues on issues related to their subjects; and
- audit and suggest resources required to promote effective teaching and learning.

Teaching staff will:

- ensure that the agreed school curriculum is implemented in accordance with this policy;
- keep up to date with developments in the subjects the school teaches;
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- ; ▪ share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;
- participate in professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them; and
- work in partnership with other schools and settings to provide an appropriate range of curriculum opportunities.

Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum;
- have their individual needs addressed, both within ODST schools and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge; and
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

Parents and carers will:

- be informed about their pupil's learning regularly;
- be supportive in helping their child to meet their learning needs which will equip them with the skills they need to thrive throughout their lives; and
- be informed about the curriculum on offer through newsletters and details on the school's website.

Monitoring Arrangements

This policy will be reviewed as guidance from ODST, the local authority or the DfE is updated, and as a minimum every three years by the Headteacher. At every review, the policy will be approved by the Local Governing Body.

Links with other Policies

Behaviour for Learning Policy
Marking and Feedback Policy
SEND Policy