BLETCHINGLEY VILLAGE
PRIMARY SCHOOL

Aiming high • Working together • Achieving our best

Teaching, Learning and Assessment Policy

This policy should be read in conjunction with the Teaching and Learning; Marking; SEN; Able and Talented; Equalities; and Curriculum Policies; and the Accessibility Plan.

The aims of this policy are: -

- To support the school's vision and aims by developing a creative learning community and inspiring a love of lifelong learning underpinned by our shared values
- To help children grow into confident, responsible, reliable, independent and positive citizens who make informed moral choices and are well-prepared for life in modern Britain.
- To help children to become effective, independent and resilient learners who are able to adapt to change and co-operate with others
- To enable children to learn in a safe, calm, purposeful and stimulating learning environment
- To ensure that children are able to achieve the best they can within a culture of high expectations for all
- To promote consistency, high standards and high aspirations through good quality CPD for all staff
- To enable staff to develop and share their skills, knowledge and expertise in teaching and learning through a shared understanding of excellent practice
- To ensure that teaching and learning prepares children as well as possible for the next stage of their education and for life in a changing world by maintaining a strong focus on transferable skills for learning

Principles

We believe that children achieve their best when...

- They feel fulfilled, proud, secure and valued
- Their learning environment is organised, interesting and well-resourced
- There is equality of opportunity and effective inclusion
- They can reflect and talk about their experiences
- They know they are making progress and are able to celebrate their achievements
- They are able to work collaboratively as well as independently
- They are equipped to lead and direct their own learning and to support the learning of others
- They know what is expected of them
- Their work is matched to their needs
- Their learning is relevant to their lives in the wider community
- Teaching is always at least good and sometimes outstanding

Practice

Our practice is informed by these principles across three key elements – planning, delivery and the learning environment.

Planning for learning will be...

Designed to motivate and engage the children
Meaningful and enjoyable for everyone
In line with the school's agreed schemes and structures, such as Mantle of the Expert; Talk4Writing; shape-coding; reading, spelling and mathematics programmes;
Based on children's prior learning
Thematic but based on sound subject knowledge
Relevant to children's lives and interests;
Designed to allow children choices and to allow them to apply previously learnt skills;
Thorough and clear;
Based on learning objectives which include context-free, transferable skills, with clear success criteria and/or toolkits, and an identified role for support staff;
Designed to ensure that children acquire and develop a set of generic personal skills and attributes;
Planned in steps and stages, rather than discrete lessons;
Shared with children, parents and all staff;
Contributed to by children;
Flexible and adaptable;
Differentiated in a variety of ways (e.g. by outcome, by task, by input, by support) to provide appropriate challenge and scaffolding for all children;
Linked to and informed by quality questioning and ongoing assessment;
Founded on as much first-hand experience as possible;
Accessible to all children;
Matched to children's needs;
Adapted for each cohort;
Set at a level which will ensure that the vast majority of children meet national expectations and standards, and that some will exceed them;
Challenging;
Supportive.

Delivery

Teachers will:
Make creative use of first-hand experience, primary and secondary sources, and ICT
Include visits and visitors as well as theme days/weeks to enhance learning
Use challenging and accurate language and expect the same of children
Be enthusiastic and positive
Cater for children's different learning strengths and prior knowledge
Adapt their teaching as appropriate
Brief, debrief and fully engage support staff
Share learning objectives and success criteria/toolkits as appropriate for the lessons
Make sure children know why they are learning what they are learning

Model the learning or provide other models

Encourage speaking and listening in all lessons

Provide meaningful and varied activities which are clearly linked to the learning objective

Maintain high expectations, challenging pitch and good pace

Work with all children individually or in small groups during each week

Assess the children's progress and give them constructive feedback throughout the lesson as well as through their marking

Build in time for children to respond to assessment

Plan for effective questioning for all children

Children will:

Experience working in a wide variety of groupings including whole class, individual and groups based on different criteria to match the needs of the lesson

Be supported so that they can achieve the learning objective at the highest possible level

Be encouraged to evaluate their own and others' work

Learn to see speaking and listening as a valuable way of learning

Be given opportunities to reflect on their learning and respond to feedback

The Learning Environment will promote learning and achievement

Classrooms will:

Have planning accessible to all who may need it, including planning for children with additional needs

Have current learning objectives and success criteria/toolkits clearly displayed

Be well organised and tidy so that children can have independent access to resources and can exit safely and quickly in an emergency

Be uncluttered to enable children to think clearly and maintain focus

Include resources designed or adapted for specific needs

Have interactive and stimulating displays which both celebrate achievement and promote further learning and are relevant to the children's current learning (e.g. maths unit, current topic or theme)

Have furniture arranged to allow for flexible delivery e.g. individual work/group work/drama

Have visible and accessible resources to support children's thinking and learning e.g. hundred squares, vocabulary lists, relevant spellings

Have on display whole-school values as well as class-specific items which positively promote good learning and behaviour

Corridors and communal spaces will:

Be welcoming and promote the positive ethos of the school

Be kept safe, tidy and free from clutter

Have displays and photographs which are of a high quality, celebrate achievement and are regularly updated by agreement

Support and promote the school's positive values and vision

Provide information for all members of the learning community, which is kept up-to-date

Seen as a shared responsibility to which all members of the learning community are expected to contribute

Include a library and learning resource centre which all children can access regularly

Be opened to families and the wider community as and when possible and appropriate.

The outdoor environment will:
Continue to be developed over time with input from all members of the learning community
Be considered as an outdoor classroom vital for children's learning
Used daily by children in Foundation Stage and Year 1 and regularly by all others
Be a central part of the school's work on health, ecological awareness and a healthy lifestyle
Be a source of pride and pleasure for all, and the shared responsibility of all.
Our Teaching, Learning and Assessment Policy has a key aim of preparing children for life in a changing world, in which the ability to learn, unlearn and re-learn will be as important as what is learnt. We have agreed the following curriculum drivers, which help to ensure that the learning of content is complemented by the development of a range of personal skills and attributes.

Our drivers are:

Green and Community-minded	Enterprising	Resilient	Creative and Imaginative	Independent	Enquiring

Resilience
We believe that helping children to develop the skill of resilience is essential if they are to thrive and succeed in learning and in life. All teaching and learning should therefore include opportunities to identify and practise these key skills.
Children are encouraged to evaluate their own levels of resilience, and to identify, with teachers' help, the areas they need to work on.
Every child has an individual Resilience Tracking booklet and are encouraged to achieve Bronze, Silver, Gold and Platinum awards as they progress through the school.

Roles and Responsibilities
- Governors are responsible for monitoring the Teaching and Learning Policy and for updating it as agreed.
- The head teacher is responsible for monitoring the day to day implementation of the policy, for providing appropriate training to staff, and for reporting regularly to governors.
- The Senior Leadership Team share responsibility for the monitoring of all aspects teaching and learning, and are responsible for collating and analysing data across the school.
- Phase Leaders are responsible for monitoring the teaching and learning within their phase, and for reporting to the SLT and Governing Body
- Class teachers are responsible for the effective teaching and learning of pupils as set out in this policy, and for keeping accurate and up-to-date records of pupils' learning and progress. They are accountable to the head teacher and are expected actively to seek to improve their own practice and that of their colleagues.
- Teaching assistants are responsible for contributing to the teaching and learning of pupils and feeding back to class teachers as required.
- Pupils are responsible for taking ownership of their own learning and for behaving in a way that enables them and their peers to make the best possible progress..
- Parents/carers are responsible for supporting their children's learning by working with class teachers to help children to achieve their targets e.g. through home-learning activities.

Monitoring and Evaluation

- The impact of the policy will be evaluated through the school's monitoring of teaching and learning i.e. data-tracking; observations of lessons; scrutiny of planning; scrutiny of children's work; interviews with pupils; parent and pupil questionnaires; and through external scrutiny such as SIP visits; Ofsted.
- The impact of the policy will be reported to the Governing Body through the head teacher's termly report.
- The policy will be reviewed and updated as appropriate with staff and/or governors
- The policy will form part of the induction of all new staff.

Assessment

Aims:
- To ensure that children's progress is assessed regularly and accurately so that they make the best possible progress within and across lessons, and over time;
- To support teachers and other staff in developing effective practice in assessment;
- To ensure that children are involved in the assessment process;
- To ensure that the school provides the best possible information about attainment, achievement and progress to parents/carers, governors, the Local Authority, other settings, other professionals including inspectors, and to the children themselves
- To ensure that the school fulfils its statutory duties;

Principles:
- Assessment is an integral part of effective practice in the classroom and beyond, which enables all children to achieve their best.
- Building in pupil response time is an essential element of effective assessment
- Effective assessment is key to raising standards of attainment and achievement across the school.
- Quantitative/summative assessment and data are used judiciously to provide a snap-shot of a child, a class or the whole school and to pose questions which need to be investigated.
- Qualitative/formative assessment and data are used continuously and widely to provide feedback to a child, teacher or the school leading to improvement.
- Assessment is seen as an integral part of the school improvement cycle.
- Assessment forms a continuous cycle together with planning and teaching to ensure that classroom practice is closely matched to pupil need.

Practice:
Following the removal of National Curriculum levels from September 2015, we have developed our own tracking systems and assessment cycle based known as Bell-Tracker.
This system is based on standardised scores and bell curves for the school and for each cohort. Pupils are formally assessed regularly across a range of areas and tracked to ensure that they do not fall behind and that they achieve as well as they can.
See Appendix 1 and Appendix 2 for further details.

Summative assessment

- We comply with statutory assessment requirements at the end of each Key Stage and report on the outcomes as required.
- Data from external sources e.g. Perspective Lite, Fischer Family Trust and Raise Online is used by staff and governors to identify strengths, weaknesses and appropriate areas for school development.

- Summative data, based on ongoing teacher assessment, is collected each term and tracked and analysed to provide an up-to-date picture of the progress of individual pupils, groups, classes and the school. This informs the SSE (school self-evaluation form) and is shared with the Governing Body and the school's external consultant appointed by the LA.
- Summative assessments are used from Year 1 upwards to track pupils' reading and spelling ages in order to identify those requiring further assessment and/or additional support as well as their arithmetic skills and grammar.
- Class teachers use summative assessment such as spelling and tables tests as appropriate to track and keep records of pupils' learning and progress across the year.
- Summative assessments of pupil attainment are shared with parents through the annual reports and at consultation meetings.

Formative Assessment:

- Formative assessment is used across the school in many ways to ensure that children know how well they are doing, and what they need to learn next.
- Formative assessment includes: marking; questioning and observation carried out daily as an integral part of lessons; the setting and monitoring of curricular targets; learning objectives and steps to success; self- and peer-assessment by pupils.

Record-keeping
- Assessment is recorded through children's books, teachers' mark-books, teachers' plans; teachers' own notes; the school's internal tracking systems; SIMs (School Information Management System) EHCPs; Pathway Plans; School Support Plans; the school's Provision Management systems.

Roles and Responsibilities

- Governors are responsible for monitoring the Assessment Policy and for updating it as agreed.
- The head teacher is responsible for monitoring the day to day implementation of the policy, for providing appropriate training to staff, and for reporting regularly to governors.
- The Senior Leadership Team share responsibility for assessment across the school, and are responsible for collating and analysing data across the school.
- Phase Leaders and the Data and Assessment Lead support the SLT in the collection and analysis of data.
- Class teachers are responsible for the regular assessment of pupils as set out in this policy, and for keeping accurate and up-to-date records of pupils' learning and progress. They contribute to the analysis of data and for planning and implementing interventions and/or support as identified as necessary/appropriate.
- Teaching assistants are responsible for contributing to the assessment of pupils and feeding back to class teachers as required.
- Pupils are responsible for taking ownership of their own learning and contributing to the assessment process through self and peer evaluation and by agreeing and working towards their own targets.
- Parents/carers are responsible for supporting their children's learning by working with class teachers to help children to achieve their targets e.g. through home-learning activities.

Monitoring and Evaluation
- The impact of the policy will be evaluated through the school's monitoring of teaching and learning i.e. data-tracking; observations of lessons; scrutiny of planning; scrutiny of children's work; interviews with pupils; parent and pupil questionnaires.

- The impact of the policy will be reported to the Governing Body through the head teacher's termly report.
- The policy will be reviewed along with the Teaching and Learning Policy and updated as and when appropriate, but at least in line with our agreed cycle or changes to national and/or local procedures.

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Appendix 1
Formal testing and assessment schedule

School Year	Assessment	When assessed
Nursery	School's own baseline assessment*	On entry
Reception	School's own baseline assessment*	Within first half term
	School's own end-of-FS assessment* EYFS Profile	End of Reception
Year 1	Lucid Ability Sandwell Maths Statutory Phonics Check	Within first two weeks June
Year 2	Reading age Spelling age KS1 SATs Re-sits of Phonics Check	Summer term
Year 3	Lucid Ability Reading age Spelling age	First half term
	Maths, reading and GPS tests**	February and June
Year 4	Reading age Spelling age	First half term
	Maths, reading and GPS tests**	February and June
Year 5	Lucid Ability Reading age Spelling age	First half term
	Maths, reading and GPS tests**	February and June
Year 6	Reading age Spelling age	First half term

KS2 SATs Teacher assessment	Summer term

*Baseline comprises language assessments and teacher assessments of levels of PSD, reading, writing and mathematics.
**Regular Rising Stars and Grammar Hammer assessments throughout the year for Year 1 to 6, and written tests half-yearly for Years 3 to 6

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Appendix 2
Assessment Calendar

Autumn 1	Spring 1	Summer 1
September – EYFS baseline Years 1, 3 and 5 Lucid ARTI Reading Age for all KS2 Spelling Age for all KS1 and KS2 Maths Age for Year 1 PM benchmark for all KS2 on PM **Oct – Assessment week** Update writing folders Update NAWKI, Purple Stairways and DATA Pupil interviews for progress targets (specific catch-up targets recorded on target cards)	**Feb** – **Assessment week** Year 2 and KS2 Maths, Reading and SPAG SAT equivalent assessments PM level monitoring Class teacher analysis to inform future focus groups and planning Update writing folders Update NAWKI, Purple Stairways and DATA Pupil interviews for progress targets (specific catch-up targets recorded on target cards)	**May**- SATs Year 2 and Year 6 Pupil interviews for progress targets (specific catch-up targets recorded on target cards)
Autumn 2	**Spring 2**	**Summer 2**

Nov	Feb –	June –
Data in from teachers: 23/10 AHTs report on whole school data IL report on SEN Pupil Progress meetings: Y1-6 10/11 – Y1,2 12/11 – Y3,4 17/11 – Y5,6 Parent Consultations (all DP parents to be personally invited): 12/11 17/11 **Nov** – SLT analysis of Raise on line data to create own school data with and without anomalous children and groups removed	Data in from teachers: 12/2 AHTs report on whole school data IL report on SEN Pupil Progress meetings: Y1-6 1/3 – Y1,2 3/3 – Y3,4 8/3 – Y5,6 Reports Y1 to 6 Parent Consultation (all DP parents to be personally invited)	**Beginning** – Phonics Screening Y1 **Assessment week** w/b 27/6 KS2 Y3-5: Maths, GPS and Reading SAT equivalents with analysis, diagnostic reports and groups for next year Update writing folders Update NAWKI, Purple Stairways (Y6) and DATA AHTs report on SATs results Data in from teachers: 1/7 AHTs report on whole school data IL report on SEN Pupil Progress meetings YR-5: 5/7 – YR,1 12/7 – Y2,5 14/7 – Y3,4 Subject Leader reports and update class portfolios in: Date FS reports Short reports Y1 to 5 Statutory results Y2 and 6 Parent consultation (all DP parents to be invited.)