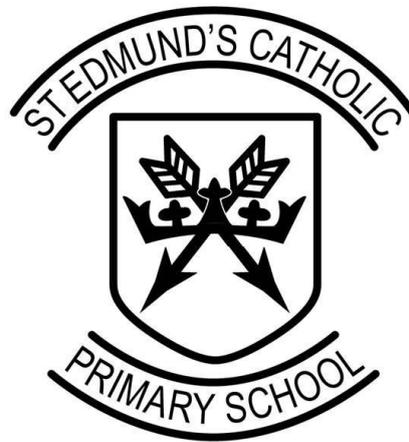


St Edmund's Catholic Primary School

LEARNING, TEACHING AND ASSESSMENT POLICY



Status of Policy	Date:
Policy Revised:	Summer 2016
Agreed By Staff:	
Date Ratified By Governors:	
Date For Review:	Summer 2018

Mission Statement: 'Learn, Love and Live with the Lord'

School aims

With God's help we aim to ...

- ❖ promote Gospel values and the teachings of the Catholic Church as an integral part of our mission, providing a comprehensive religious education which expresses the life of faith through worship, liturgy and prayer
- ❖ ensure a Catholic ethos which will be experienced by all who enter the school and which will allow God's light to shine out of each child
- ❖ create an exciting and vibrant curriculum where high standards are achieved through high quality teaching, learning and assessment
- ❖ provide a warm emotional environment where learning is enjoyed by all, and in which all children are treated as special, individual and important
- ❖ provide a safe and healthy learning environment where behaviour is excellent, developing in children a respect for themselves and each other within a loving Catholic community
- ❖ be at the heart of the parish, an active part of the local community and of the universal Church
- ❖ sustain improvement through high quality leadership and governance
- ❖ recruit and retain high quality staff and use our time, effort and resources in the most efficient way to meet these aims

Definitions and philosophy

This policy aims to document the planning, teaching and assessment cycle used at this school in order to create effective learning.

Definitions:

- Learning – Learning is the process of acquiring knowledge, skills and understanding through a variety of experiences within and outside the classroom.
- Planning – is the process of designing the situations where children are able to learn
- Teaching – is the process of facilitating the situations where children are able to learn
- Assessment – is the use of information to see whether learning has taken place
- Intervention- is an additional programme of support either in small groups or 1 to 1
- Quality First Teaching -
 - highly focused lesson design with sharp objectives
 - high demands of pupil involvement and engagement with their learning
 - high levels of interaction for all pupils
 - appropriate use of teacher questioning, modelling and explaining
 - an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
 - an expectation that pupils will accept responsibility for their own learning and work independently
 - regular use of encouragement and authentic praise to engage and motivate pupils.(DCSF, 2008) Personalised learning – a practical guide

Curriculum design

At St Edmund's the curriculum is based on the following elements: the Early Years Foundation Stage Early Learning Goals, the National Curriculum, the Come and See programme for Religious Education for Catholic Schools, the Letters and Sounds programme, and the International Primary Curriculum (IPC). In addition the whole school, where possible, has a curriculum week in the summer term. An overview of the curriculum is produced annually for each class.

The learning environment

- Classroom rules and expectations are established at the beginning of the new academic year;
- Classrooms are kept tidy and clean;
- Resources are clearly labelled allowing children to select items themselves;
- Each classroom will contain a focal point for RE Liturgy;
- Portable ICT equipment should be kept out of sight when not in use and items of value should be stored away securely at the end of the school day;
- Displays serve more than one purpose, including celebrating work, being an aid to learning, and reflecting the spiritual nature of the school. No display should be up for more than a term. RE displays should change with every 'Come and See' topic.

Lesson planning

Long Term planning

- A whole year overview is to be completed and stored on Class 7. This is published on the school website.

Medium Term planning

- A termly (or half termly) plan to be produced for Maths, English and RE.
- An IPC unit list for the term which references the detailed lesson by lesson objectives for all curriculum other areas.
- RE planning follows the Diocesan format;
- YR has its own planning linked to the Early Years Foundation Stage;
- All medium term plans are to be completed and stored on Class 7.

Weekly planning

- Detailed weekly plans to be created for Literacy and Maths and stored on class 7 by the end of the Monday of the relevant week;
- A paper copy of the timetable, Literacy and Maths to be kept in the class planning file for reference during the week. This is to be annotated in the light of the lessons taught.
- Lesson plans must include a clear objective (what the children will be learning), success criteria (how the children can show they have met the learning objective) and brief details of any tasks;
- Lesson objectives must be based on where the children currently are in their learning and aim them forward- assessment activities help gauge the success of teaching and inform next steps;
- Lesson plans must cater for different groups of children, with at least three levels of differentiation in Literacy and Maths. Target Boards for SEN children are to be taken into account;
- The success criteria for each group of children in writing lessons should have an explicit link to the year group expectation band statements.

Lessons and teaching

- A warm nurturing environment must exist in the classroom where the Catholic ethos is evident;
- Lesson objectives – what the children are learning. These are to be visible, explained during the lesson and reference must be made to previous learning;
- Activities must match the learning objective and have clear success criteria which are shared with the children;
- Teaching must show excellent subject knowledge;
- The teacher should be wary of the proportion of teacher talk in a lesson;
- Activities and their presentation must be stimulating, leading to children being engaged and enthusiastic about their learning;
- Regular opportunities should occur during the lesson to review progress against the learning objective – mini-plenaries and final plenary;
- Plenaries should contain a specific activity to measure the learning against the learning objective rather than just explain to the children what they have learnt or have the children show what they have done.
- Plenaries should link to subsequent lessons;
- A variety of differentiated materials including those for scaffolding and extension should be used to meet the needs of all groups of pupils;
- The teacher should work with groups of children during independent/group tasks making quick and accurate assessments of progress;
- Teaching and Special Needs Assistants are to be used effectively in each phase of the lesson, including using planned activities and not be solely used to support SEN children.
- The most important element of teaching children with SEN is quality first teaching to the whole class
- Children should understand what they are learning and be engaged in this;
- Learning can be enhanced by effective, differentiated questioning which allows time for prolonged dialogue;
- Teaching should have an appropriate level of pace to maintain interest;
- Teachers should change the focus of a lesson if the assumed level of prior learning is shown to have been insecure for a majority of children, or too easy for them.
- Low level disruption and poor behaviour is addressed quickly through positive reinforcement of good behaviour and other behaviour management strategies including stimulating teaching and activities; Poor behaviour will result in written 'warnings' (see Behaviour Policy)
- Ownership of learning and targets - children should know what they are supposed to be learning in a lesson and should be increasingly aware when they have met success criteria. This should be linked to the targets in writing and maths.
- ICT and other resources should be planned and used effectively to enrich learning, including the children's use of the Interactive White Board for group activities;
- Children should be able to assess their own learning against success criteria and lesson objectives;
- Children should use the lesson to understand what to learn next (in conjunction with personal targets);
- Work should be presented to a high standard; dated, titled and care has been taken over handwriting and presentation;
- Opportunities for quality writing must be regularly present in RE and foundation subjects;
- The teacher should regularly mark some of the children's work during the lesson to allow corrections to be made immediately (especially the group working with a teacher);
- Children should not spend time queuing up to speak to the teacher;

Intervention

- The most important element of SEN is quality first teaching to the whole class
- Intervention activities, led by a Teaching Assistant may take place within or outside the classroom environment;
- Each activity must have a clear learning objective and set of success criteria;
- Objectives / success criteria should be SMART (Specific, Measurable, Achievable, Realistic and Time bonded (with a date and time allocated to be reviewed));
- The TA must assess the progress of the children at the end of the activity, recording in the agreed format;
- As the child moves up the school, they should know and be engaged in setting and evaluating their own targets;
- Intervention activities should be “different from and in addition to” general class differentiation;
- Intervention activities may sometimes be a short activity of 5 to 10 minutes long;
- Intervention activities may be in small groups or 1 to 1;
- Intervention activities may be recommended by SALT or specialist teachers;
- Staff are encouraged to annotate a Target Plan if changes occur or recommendations are given or the considers the target too easy or too difficult;
- Teachers to be aware of targets being worked on so that radiation of learning can continue in the classroom.
- Targets are reviewed on an 8 week cycle.

Teacher Assessment and Assessment for Learning

- **Summative Assessments** (tests) are to confirm teacher assessment levels not replace them. This means that teachers' ongoing assessment of children's learning from their day to day work, and related record keeping, must enable teachers to accurately allocate levels to various aspects of children's learning in reading, writing and maths;
- **Assessment for Learning**, also known as Formative Assessment, is the ongoing process of judging children's progress through daily observations of their written work, and their responses to questions, activities and challenges. This day to day assessment informs lesson planning and teaching.
- **Teacher Assessment** using Target Tracker grids detail formal periodic judgements of attainment. Teacher Assessment is used to inform teaching and give accurate assessment of pupil attainment.
- Teachers will enter termly teacher assessments for reading, writing and maths on Tracker Tracker. This will indicate the child's attainment in relation to the year group expectations. (Levels are still used for RE)

Assessing Writing

- In line with government policy assessment of writing is by Teacher Assessment only.
- Within each English topic a piece of unaided writing is undertaken by the children with teachers guidance. The children are given a choice of topics or themes based around the genre studied and are reminded of the elements of writing required to reach the expectations of their year group. The activity is not time bound but includes sufficient time for children to investigate ideas, plan, write and self evaluate their writing, even stretching to a second day. Children have access to dictionaries and thesauruses. Any support provided by an adult is recorded to give a full picture of the child's writing ability. In this way a child can produce a piece of written work which reflects their true ability outside a pressured test environment.
- These unaided assessments will be recorded in the children's writing portfolio books once a half term.
- Moderation of writing teacher assessment will take place termly at staff meeting and regularly throughout the year with Confederation schools.

Summative Assessment

The following Statutory Assessments are carried out:

- Foundation Stage Profile – Reception Class – ongoing termly and completed in the Summer Term
- Year 1 Phonics test
- KS1 Teacher Assessments (SATS) – Year 2 – Summer Term
- KS2 SATS – Year 6 – Summer Term

Results of assessments are stored on Target Tracker.

Training needs for managing assessment is assessed annually at Performance Management interviews. These include courses for teachers new to years R, 2 and 6 and training for standardisation sessions for EYFS, Year 2 and Year 6.

Information acquired through summative assessment is passed on to the next teacher/school.

Results of termly teacher assessments on each pupil are recorded in Target Tracker and targets are set for the following year. These are recorded and discussed during termly progress meetings with the HT during the summer term.

Reporting to parents

Parent Consultation Evenings take place in the Autumn Term and Spring Term. Progress and concerns are discussed and parents are given the opportunity to ask questions. Opportunities are given to review the next steps in children's learning.

Parents have regular opportunities to receive help in supporting their children's learning, e.g. these may include maths / English / RE / computing presentations.

Pupils in years 5 and 6 are invited to attend Parent Consultation Evenings with their parents to be involved in these discussions.

Interim reports are issued at the beginning of February. These are a concise version of the annual Record of Achievement and can form the basis of discussions at the February Parent Consultation Evenings.

The annual Record of Achievement is distributed to parents towards the end of the Summer Term. Parents are afforded an opportunity to discuss this by making an appointment with the classteacher.

Marking and Feedback

Introduction

At St. Edmund's School, we believe that verbal feedback and constructive marking helps raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the pupils are aware of their own progress and how they can improve.

Aim

Within our school we believe a feedback and marking policy, which is shared with both adults and pupils will:

- Create a dialogue between the pupil and teacher
- Ensure continuity for the pupils as they move through the school;
- Signal areas of achievement/areas for development to adults and pupils to inform future planning;
- Aim to raise the achievement and self-esteem of pupils by providing them with prompt, regular and diagnostic feedback about their work.

In order to fulfil the aims of the policy the staff have agreed the following:

'Growing green and pleasing pink'

When marking teachers will identify what the children have done well in pink pen/ highlighter, this can be done in the text and underneath work.

Areas for improvement, correction or development will be marked in green pen/ highlighter.

Marking should reflect the success criteria set for the lesson and may use the codes set out below.

Children are encouraged to self-assess and peer mark regularly.

Shared Principles of marking

- It provides opportunities to celebrate and acknowledge achievement, progress and effort;
- It provides opportunities for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of the task and the criteria for success and marking is directly related to these;
- Teachers and pupils provide constructive suggestions about ways in which the pupil might improve their work;
- Teachers and pupils agree the next steps;
- Teachers and pupils follow up agreed targets to see how far they have been achieved.

Pupil's own assessment:

- Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teachers;
- Pupils are given the opportunity to self-assess as individuals, in pairs or in groups;
- Pupils are given the time to act upon the feedback given (e.g. at the beginning of the next lesson, at the start of the session, or for homework).

Implementing the marking policy:

- the marking policy has been discussed with all new members of staff;
- all work returned to pupils must be marked;

- marking must be manageable;
- marked work should be quickly returned to the pupil to enable the pupil to respond, usually before the next lesson.

Purposes:

The staff have discussed and agreed that developmental comments alone are more likely to raise standards as they help pupils understand the main purposes of their learning and thereby grasp what they need to learn.

Effective marking therefore must:

- Provide a focus on learning objectives/success criteria;
- provide both oral and written feedback as appropriate;
- provide the teacher with an evaluation of the lesson;
- confirm that the learner is on the right track and suggests areas for improvement.
- provide pupils with opportunities to assess their own and others' work and give feedback;
- ensure that pupils understand their achievements and know what they need to do next to make progress;
- encourage pupils to comment on their own work before handing it in;
- provide alternative solutions if a learner continues to struggle in a given task;
- give pupils time to act upon the feedback given by the teacher or another pupil;

Types of marking

Marking for Learning (formative):

When Marking for Learning is used:

- A diagnostic or developmental comment is given in green;
- Feedback (oral or written) is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/support staff about the progress of pupils;
- Provides information for other adults.

Marking of Learning (summative):

When Marking of Learning is used:

Summative pieces are graded or levelled and feedback relates to this.

Although all work is marked, we use a range of strategies

- Peer marking – quality paired marking with response partners;
- Self assessment – pleasing pink and growing green;
- Verbal feedback – with an initial or tick by teachers/support staff;
- Detailed focus marking – marking to the learning objective.

Involving Pupils in feedback:

We use a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback – teacher and learner;
- Quality/focused written marking with time for follow-up;
- Self assessment; children to identify things they have done well and set their own targets
- 'Critical friend' feedback – pupil and pupil;
- Planned opportunities for discussion either as a whole class or in groups.

Motivating Pupils through feedback:

We use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work; next steps
- Positive acknowledgement of correct/good work;
- Encouraging comments on areas needed to develop.

Monitoring and Evaluation:

The leadership team are responsible for the monitoring of the policy:

Marking will be monitored during work sampling sessions and through informal drop in sessions

- Marking of other aspects of work (e.g. handwriting, neatness, spelling, basic punctuation) should be used sparingly and should not detract from the focus on marking to the success criteria;
- No more than three spelling mistakes should be highlighted in any piece of written work;
- Children should be given advice on “next steps” in their learning- growing green;
- When a teacher asks a question to a pupil within their marking, the child should provide a written or verbal answer thus creating a dialogue about learning;
- Maths and English books (including homework activities) should be marked before the child uses the book again, other books should be marked at least weekly, including homework;
- The practice of children marking their own class work at the end of a lesson is to be used sparingly. If this is necessary the class teacher must subsequently initial this marking to indicate that it has been checked;
- Time should be allocated for children to read the marking and ask any questions;
- Teacher should look for opportunities to celebrate and reward success by giving house points/ stickers etc.;
- Children should understand the meaning of the marks/markings they receive via a display and/or a start of term reminder;
- The level of support given to children may be indicated by any member of staff working with a child in KS 2:
 - I Independent
 - S Support
- Children must not alter incorrect work once marked, putting corrections alongside;
- Supply teachers are expected to mark all work taught unless agreed with the class teacher;

Marking Codes

The following simple codes for marking key pieces of work are used:

Punctuation P
Spelling Sp -----
Omission ^
Paragraph/New line //
Good/ Very good phrase/sentence ✓ or √√ /
I don't understand this ?

For children who will find it difficult to read and respond to the above codes and comments, areas to look at are underlined, comments are brief and the teacher may use a stamp indicating that verbal feedback has been given.

Homework

Homework aims to:

- consolidate skills and understanding, particularly in literacy and mathematics;
- extend school learning via challenging the more able;
- encourage pupils to develop the confidence, responsibility and self discipline needed for studying on their own.

Type and Amount of Homework

The main focus of homework at KS1 will be literacy, mathematics and RE. The active involvement of parents is vital at this point, in supporting their children in learning spellings, number facts and especially reading. Opportunities will also be provided for pupils to talk about what they are learning, through short activities of different kinds, including opportunities to research topics of interest. KS1 homework will largely consist of regular reading and looking at books with parents/guardians. This should be at least **20 minutes** per evening by Year 2.

As pupils move through KS2, science and other subjects will be added to the programme of literacy, mathematics and RE. Reading remains an important element of homework and it is essential that homework begins to provide increasing opportunities for pupils to develop the skills of independent learning.

Regular activities, supporting literacy and mathematics (such as learning spellings, number tasks etc) will be set weekly.

For the older children more demanding tasks will provide opportunities to:

- Find out information;
- Read in preparation for lessons;
- Prepare oral presentations;
- Complete written assignments;

These are referred to as Learning Journal homework which aims to prepare children to take ownership of their own learning. Children choose an objective for the homework from a selection and are given free rein to present their findings as they wish. There is a minimum amount of time a child should spend on this homework.

The quality of tasks set and their support for learning are the crucial elements of our Homework Policy. Therefore, although requirements to “finish off” should be used judiciously (e.g. as extra due to lack of application in class), purposefully planned finishing/ redrafting/ AfL activities are encouraged.

This time allocation is therefore set in broad terms and provides a framework for parents and school. It is seen as a progressive programme which develops as the child moves through the Key Stage. See overview

Daily reading can be done as part of homework, but on days when the homework activity is something other than reading, children should be encouraged, in addition, to read, on their own or with others- for up to 20 minutes.

Early in the Autumn Term class teachers will circulate Homework arrangements for their particular class.

All homework activities will be designed to meet children's individual needs. Tasks will therefore:

- Have a very clear focus and time – guideline;
- Give plenty of opportunities for pupils to succeed;
- Be varied - and not purely written assignments
- Be manageable for teachers.

Planning and Co-ordinating Homework:

Class teachers will be responsible for ensuring that the demands of homework are manageable for pupils and parents/guardians and to accommodate extra curricular activities and childcare. Therefore, all homework should be planned to enable children to have more than one day to complete. Homework given on a Friday to be handed in on Monday should be avoided and holiday homework should be confined to reading and tables.

Each year group will publish its homework "pattern" early in the Autumn Term. Where possible teachers must stick to this pattern. It is acceptable for children to self-mark homework as long as the class teacher subsequently looks through the homework and initials it to acknowledge the marking.

The Role of Parents/Guardians in supporting pupils.

Parents are requested:

- To provide a reasonably peaceful, suitable atmosphere in which pupils can do their homework alone and for younger children together with an adult;
- To make it clear to pupils that they value homework and support the school explaining how it can help children's learning;
- To encourage pupils and praise them when they complete their homework
- Sign their child's homework diary weekly;

Feedback for parents will be provided through homework diaries and reading diaries.



St Edmund's Homework Overview

	Monday	Tuesday	Wednesday	Thursday	Friday	Other h/w
R	Daily reading Daily phonics 'Talk about' Topic /'Come and See'					
1	Daily reading		'Come and See' or topic or maths 20 mins 1 week		Spelling 1 week 10 mins daily Handwriting 4 days 20 mins (summer)	
2	Daily reading 'Come and See' / IPC may be research 3 days 20 mins			Maths 4 days 20 mins	English/spelling 5 days 20-30 mins	
3	Daily reading/ English or Maths 2 days 20 mins			Times Tables 1 week 'Come and See' 4 days 20 mins	Spellings 1 week	Learning Journal Set half termly (2 weeks)
4	Daily reading Reading 20 mins	Spellings 2 days		Maths 4 days 20 mins	'Come and See' 3 days 20 mins	Learning Journal Set half termly (2 weeks)
5	Daily reading English 3 days 30 mins		Times Tables (1 week)	Come and See 4 days 30 mins	Maths Spellings 4 days	Learning Journal Set half termly (2 weeks)
6	Daily reading Grammar 3 days 30 mins	Maths 3 days 30 mins	Comprehension 30 mins 4 days	'Come and See' 3 days 30 mins	Spellings 1 week	Learning Journal Set half termly (2 weeks)

*Time taken for **Learning Journal Homework** may vary, however as a guide, a minimum of 30 minutes is expected.

Please note this overview is a guide and homework may vary depending upon the topics/ other school events etc.

