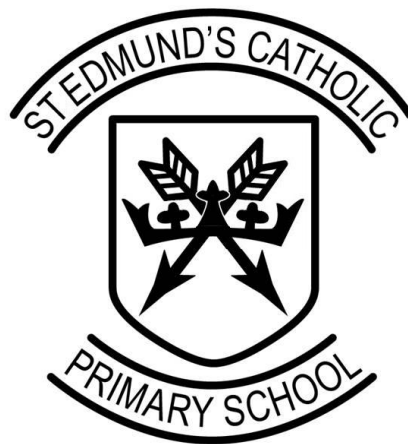


St Edmund's Catholic Primary School

LEARNING, TEACHING AND ASSESSMENT POLICY



Headteacher: Elizabeth Higgins

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 pupils are treated as special, individual and important
- ❖ provide a safe and healthy learning environment where behaviour is excellent, developing in pupils' 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

Introduction

This document is a statement of aims, principles and strategies for teaching and learning at St Edmund's Catholic Primary School. It lays the foundations for the whole curriculum both formal and informal and forms the context in which all other policy statements should be read.

Curriculum design

At St Edmund's the curriculum is based overarching statements laid out in our Intent, Implementation and Impact document. Which can be found here:

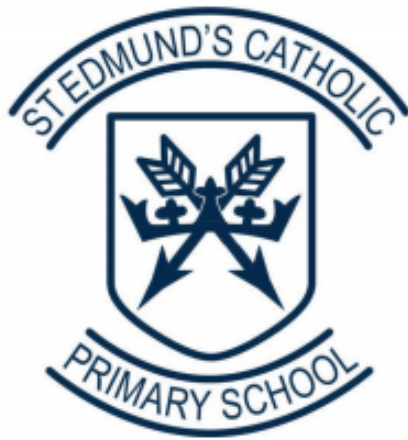
Our Curriculum Mapping shows progression in skills and knowledge and vocabulary across every subject in all year groups. The summary document can be found here:

The learning environment

Do

- Ensure pupils use 90% of the room
- Have unrestricted views of the outside
- Clear desks and worktops
- Working walls used for English and maths
- Have a low sensory space e.g. tent or reading corner
- Limit displays to display boards
- Use low contrast tonal colour
- Represent the pupils in the class
- Have visuals e.g. timetables, now and next, noise-o-meters
- Label cupboards with words and pictures
- Open windows- create air flow
- Be flexible about how the pupils use the space to suit their needs
- Make the most of all opportunities for outdoor learning
- Use collaborative icons

Edmund 8 must be visible in every lesson:



ST EDMUND'S 8

IN LESSONS WE WILL.....

1. VALUE EVERY CHILD
2. HAVE HIGH EXPECTATIONS
3. MEET ALL LEARNING NEEDS
4. ENGAGE WITH EVERY CHILD
5. CREATE POSITIVE LEARNING ENVIRONMENTS
6. PROMOTE DEEP THINKING
7. ENRICH LEARNING
8. GIVE MEANINGFUL FEEDBACK



Planning

- A whole school overview is published on the school website
- Maths schema follows the guidance from White Rose Maths
- English follows the guidance from Talk For Writing
- Phonics follows Little Wandle(Letters and Sounds revised)
- RE is taught through the 'Come and See' programme
- RSE follows TenTen's 'Life to the Full' programme
- A structured curriculum mapping which outlines our 3Is(Intent, Implementation and Impact) is used to ensure that areas of the National Curriculum are covered for all year groups
- Year R use their own planning linked to the Early Years Foundation Stage
- All lesson plans must include clear learning objectives (what the pupils will be learning), success criteria (how the pupils can show they have met the learning objective) and brief details of any tasks;
- Lesson plans must cater for different groups of pupils, with adaptations which consider the needs of the individual pupils in the class
- All planning should be stored on Class 7. The agreed format for planning is at the discretion of the class teacher but all class teachers must show what they are teaching via their weekly timetables and medium-term plans.

Lessons and teaching

- A warm emotional climate must exist in the classroom where the Catholic ethos is evident;
- Lesson objectives (what the pupils are learning) must be visible, explained during the lesson and reference should be made to previous learning;
- Activities must match the learning objective and have clear success criteria which are shared with the pupils;
- The teacher should be conscious of the proportion of teacher talk in a lesson;
- Retrieval practice and prior learning activities should be used to ensure progress is made in lessons;
- Learning Support Assistants (LSAs) are deployed effectively throughout the lesson
- Quality First Teaching to the whole class
- Learning can be enhanced by effective, differentiated questioning which allows time for dialogic interactions
- Teaching should have an appropriate level of pace to maintain pupils' engagement and interest;
- Class 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 pupils, or too easy for them.
- Resources used in lessons should be modified/adapted to cater for the needs of all pupils in their lessons
- 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. Please refer to the Behaviour Policy.
- Computing and other resources should be planned and used effectively to enrich learning
- Pupils should be able to independently assess their own learning against success criteria and lesson objectives (self-evaluation and peer-evaluation)
- Pupils 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;
- Class teachers should regularly mark their pupils' work through the use of the Success Criteria ensuring pupils are provided with feedback and misconceptions have been addressed.

Teacher Assessment and Assessment for Learning

- **Summative Assessments** are to confirm teacher assessments. They provide for further affirmation of the teachers' assessment but are not designed to replace them. This means that teachers' ongoing assessment of pupils' learning from their day to day work, and related record keeping, must enable teachers to accurately provide and concur with their judgements via Target Tracker.
- **Assessment for Learning**, also known as Formative Assessment, is the ongoing process of continuously assessing the progress made by pupils through daily observations of their outcomes and their responses to questions, activities and challenges. This daily and ongoing assessment informs lesson planning and teaching.
- **Teacher Assessment** are made through the use of Arbor as a tool for assessments. Target Tracker is used to inform teachers when planning for learning and teaching and provides for accurate assessment of pupils' attainment.

Summative Assessment

The following are examples of the Summative Assessments:

- EYFS profile for each pupil is ongoing on a termly basis and is completed in the Summer Term
- Year 1 - Phonics test
- KS1 Teacher Assessments and (SATS): Year 2 – Summer Term
- KS2 SATS: Year 6 – Summer Term
- Spelling assessments are carried out through the use of SWST in KS2
- Reading assessments are via Renaissance Learning (Accelerated Reader)

Training needs for managing the processes used in assessments are reviewed annually at Performance Management meetings with line managers. These include courses for teachers new to Year R, 2 and 6 including training for standardisation sessions for EYFS, Year 2 and 6.

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 pupils' learning.

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

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 class teacher.

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 pupils 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.

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

At St Edmund's, we believe the most valuable form of feedback is immediate and often written feedback after a dialogue with the pupils.

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;

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:

- all work returned to pupils must be marked against the success criteria;
- marking must be manageable;
- where possible, marking reflects instant and verbal feedback during lessons

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 and ways to present their learning 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:

When Marking for Learning is used:

- As a diagnostic or developmental comment is given in green;
- To ensure that feedback (oral or written) is given as an integral part of classroom practice;
- To inform class teachers of their planning cycle to ensure effective learning and teaching in all lessons
- To inform class teachers and LSAs about the progress of pupils
- To provide information about a pupil during book monitoring and learning walks
- To ensure that class teachers are able to provide for a range of strategies to gauge and promote progress which include:
 - Peer marking - quality paired marking with response partners
 - Self-assessment – pleasing pink and growing green and through the success criteria
 - Verbal feedback
 - Detailed focus marking against the learning outcomes/objectives

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; pupils to identify things they have done well and identify their own next steps
- Planned opportunities for dialogic interactions either as a whole class or in groups.

Motivating Pupils through feedback:

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

- Suggesting alternative ways in which they can improve their work including next steps
- Positive praise and authentic praise when outcomes are met;
- Encouraging comments on areas needed to develop.

Monitoring and Evaluation:

The Headteacher, L&T Lead and SENCo are responsible for the monitoring of the policy.

Marking will also be monitored during work monitoring sessions and through informal drop in sessions:

- Work should be marked primarily to let the pupils know where they have been successful in meeting the success criteria;
- 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;
- Pupils should regularly be given advice on next steps in their learning;
- Opportunities to respond to marking are to be provided for on a regular basis through ensuring that pupils provide a written or verbal answer thus creating a dialogue about learning;
- All books should be marked regularly
- The practice of pupils marking their own class work at the end of some lessons is to be encouraged in KS2 especially in Year 5 and 6.
- Class teachers should look for opportunities to celebrate and reward success through the use of St Edmund's rewards scheme through the use of housepoints, Star of the Day and Headteacher's award at the end of every half-term;
- Pupils should be encouraged to show their corrections;
- Pupils will edit their work in purple
- Supply teachers are expected to mark all work taught unless agreed with the class teacher;

Homework

Homework aims to:

- Consolidate skills and understanding, particularly in English and mathematics;
- Extend school learning via challenging the more able;
- Encourage pupils to develop their confidence, responsibility and self-discipline needed when completing their work independently

Type and Amount of Homework

Class teachers will be responsible for ensuring that the demands of homework are manageable for pupils and parents/guardians. Therefore, all homework will be planned to enable pupils to have more than one day to complete.

The main focus of homework at St Edmund's will be English, mathematics and RE. 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.

From Year R to Year 6, reading remains an important element of homework. It is essential that homework begins to provide for increasing opportunities for pupils to develop the skills of independent learning.

Daily reading can be completed as part of homework. However, on days when the homework activity is something other than reading, pupils should be encouraged, to read on their own or with others for up to 20 minutes.

At the start of each academic year during the Meet the Teacher sessions, class teachers will discuss homework arrangements for their particular class.

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

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