



Teaching, Learning and Assessment Policy

September 2022

This policy has been developed in consultation with all teachers. It sets clear expectations about how a climate for learning is created in which pupils thrive as confident, successful and happy individuals and develop a lifelong love of learning. We are passionate professionals and it is our mission to ensure pupils are fully equipped with the personal attributes, skills, knowledge and understanding needed to be highly successful throughout their school lives and beyond.

At St. Helen's Primary School we define deep learning as:

- When children have a secure understanding of subject material, are able to talk about it and can apply it to a new context independently
- When children have to think carefully, explain their ideas clearly, revisit work where there are misconceptions and make improvements to their work
- When children embrace challenge as an opportunity to learn

When this policy is successful we will see:

Pupils who:

- Are respectful, positive role models, embracing and celebrating diversity
- Enjoy their learning and are intrinsically motivated to do their best
- Take risks with their learning and accept challenge as part of their learning journey
- Work independently, applying their learning in different contexts

Staff who:

- Understand and implement the school's curriculum intent
- Use their excellent subject knowledge to plan interesting and challenging sequences of lessons
- Use feedback effectively to move children's learning forward
- Adapt their planning and teaching to allow all children to access the learning
- Are ambitious for all pupils
- Are committed to professional development of their practise

Parents who:

- Work in partnership with the school to support their children's learning
- Feel well informed about their child's progress
- Understand their role in their child's learning
- Trust the school to do the best for their child

Aspect	Expectations of Staff
Ensuring stimulating, engaging and challenging learning opportunities	• A variety of teaching techniques are used to engage pupils, including practical approaches and outdoor learning • Teachers' secure subject knowledge is used to plan effectively and technically accurate vocabulary extends pupils' understanding • Pupils are involved in the development of success criteria • Pupils actively seek opportunities to deepen and extend their learning • The curriculum is adapted to suit the needs and interests of pupils and the context of the school • Work is differentiated to ensure that the needs of all pupils are met and scaffolding is used as a technique to build learning • Appropriate support and challenge is in place to meet the needs of pupils operating below or above ARE • Wider experiences are used to enhance learning such as visits and visitors • Resources are well organised, interesting and well presented • Pupils access resources to support their learning independently
Learning environment and use of resources	• Learning walls are referred to frequently; they scaffold, support and explain current learning • Pupils have 'ownership' of their environment and make decisions about organisation, content, displays etc. • Interactive displays are used by pupils and move learning on • Children support each other in their learning • Pupils work is valued, high expectations are set and good quality work is displayed • Relationships are strong and supportive, encouraging challenging learning

	• Resources are up to date, relevant and easily accessible • Reading areas promote a love of reading, books are valued and well looked after • There is a positive learning atmosphere which is purposeful (buzz, energy) • Resilience, enthusiasm and determination are fostered • Teachers and pupils take pride in their environment and take care of it
Independent learning	• Pupils have regular opportunities to make independent choices about a range of issues relating to their learning and their classroom environment • Resources are easily accessible • Pupils remain 'on task' during lessons, leading learning and asking questions • Pupils make appropriate choices about their learning • Children choose appropriate resources to support their learning • Pupils demonstrate curiosity, pursuing answers to their questions • Pupils confidently explain and apply knowledge and skills • Pupils have opportunities to take risks/make mistakes and reflect • Children are reflective and can identify areas for improvement • Pupils demonstrate a 'thirst' for learning and discovery
High Expectations (behaviour, standards, values, attitudes and output)	• Clear and consistent school and class rules are followed by all • Positive behaviour is modelled, expected and celebrated • Children understand, demonstrate and respect the school core values at all times • Children understand that the school values can be used to make a positive impact on the world around them • Children take pride in their appearance and do not deviate from expectations of uniform • Children actively participate in making decisions about reward systems and recognise how to celebrate the achievement of others • All staff are aware of and follow the school behaviour policy • The school behaviour policy is created in consultation with all stakeholders

Subject Knowledge	• Teachers secure subject knowledge enables them to plan learning which is interesting, challenging and inspiring • Teachers use ongoing questioning to ensure children develop sound understanding • Differentiated and reflective teaching is used to support misconceptions and develop children's confidence to learn from mistakes • Next steps are used to inform planning, building on pupils' strengths and ensuring good progress for all children • Teachers demonstrate a clear understanding of appropriate teaching strategies and set high standards in English and Maths • Teachers have a secure knowledge of pupils past performance and gaps in learning to promote further progress and meet future targets.
Questioning	• Teachers use their secure subject knowledge to ask focussed questions • Open ended questions extend thinking and develop curiosity • Pupils are allowed adequate time to think • Blooms taxonomy is applied and questions are adapted to meet the needs of the pupils and develop their understanding • Questions are differentiated; they support and challenge • Children have the confidence to ask and answer questions • Children question each other and explore questions independently • All pupils have the opportunity to respond to questions and all contributions are valued • Teachers model asking and answering questions • Supporting adults use effective questioning techniques to inform assessments and have the skills to adapt tasks to support good progress • Responses to questions are assessed and the teacher reacts promptly to move learning forward or adapt lessons
Monitoring, Assessing progress and adapting teaching	• Teachers demonstrate good subject knowledge and apply understanding of skills progression grids in each subject • Teachers identify skills and knowledge prior to new learning • Teachers assess prior learning and understanding ahead of new learning • Aspirational targets are set based on initial assessments, curriculum requirements and age related expectations so that all children achieve well • Planning is clear and well thought out, maximising learning time, offering challenge and supporting pupils • Formative assessment is used to identify emerging needs, misconceptions and gaps • Flexible groupings are used • Creative use is made of other adults and resources • Teachers reflect on planning and either annotate it as a working document or write in their assessment journal • Teachers actively participate in moderation • Pupil voice and peer/self-assessment contribute to improvements • Teachers use Pupil Asset to record their assessments across the curriculum

Accurate Assessment	• Teachers have a clear and up to date understanding of the curriculum and age related expectations • Teachers check pupils understanding effectively against the national curriculum using Pupil Asset • Teachers assess pupils across a wide range of evidence and only assess them as secure when they demonstrate independence and consistency • Teachers signpost pupils to their next steps in learning through effective feedback • Pupils are involved in the assessment process and can make accurate assessments based on their knowledge of success criteria • Provision is personalised to the needs of individuals
Understanding data and setting targets	• Pupils know their targets and take steps in order to improve, either independently or with support • Pupils provide their own evidence that they are meeting targets • Data is used to monitor progress and inform teaching • Lessons are well pitched and the resulting data leads to the generation of further targets • Data is used effectively to identify children for targeted intervention • Formative and summative assessments inform planning • Parents and pupils have a clear understanding of their targets and this is communicated effectively, including guidance on how to meet targets • Aspirational end of year targets are set, based on FFT data and past performance
Planning Differentiated Learning	• Teacher's planning is flexible and is regularly adapted to meet the needs of pupils • The Assessment Journal is used to note any misconceptions and adapt subsequent teaching to address these • Pupil groupings are flexible • Children are involved in decision making around their provision with regards to their own personal learning styles • Lessons are differentiated using a wide range of techniques such as questioning, use of adults, resources, tasks etc. • Planning meets the specific needs of all pupils within the class so that they all make progress from their starting points • Teachers have a clear understanding of the needs of individuals • All differentiated tasks are exciting, purposeful and enable pupils to make progress • Teachers work closely with the Senco to support children with additional needs • Children with additional needs are supported through the Assess, Plan, Do, Review cycle (APDR) • The APDR cycle is shared with parents • Homework is differentiated to meet the needs of individuals • Planning is differentiated so that all children have access to the whole curriculum

Feedback to pupils	• Marking is meaningful, manageable and motivating; the audience is the children • Positive comments made by teachers give clear reasons for success - 'This is good because...' • Verbal feedback is noted in the book when given, including the reason for the feedback • Feedback has a clearly positive impact on the quality of work • Pupils are proactive and take ownership in moving their learning forward • Next steps are expressed as a question or an action • Pupils engage in peer and self-evaluation • A variety of methods are used for feedback to meet the needs of pupils • All staff follow the agreed approach to feedback of the school • Teachers and support staff note next steps in the assessment journal, to be addressed in the next session
Homework	• Homework is meaningful and further enhances learning • Focused on key skills in English and Maths • Provides an element of choice for pupils incorporating their own ideas and suggestions for homework tasks and projects • Valued by teachers and marked consistently in line with the school marking policy • Completed on regularly • Well supported and valued by parents • Expectations are realistic, age appropriate and differentiated • Strengthens links between home and school; teachers and parents have an ongoing dialogue around learning
Evaluating lessons and effectiveness	• Teachers and TAs have an open dialogue and communicate effectively • Discussions take place between the pupils, teacher and teaching assistants throughout the lesson and learning is adapted • Clear targets/learning objectives are in place and these are evaluated against success criteria • Plans are annotated (or notes made in the assessment journal) and adapted as necessary to become a responsive and effective working document • Mini plenaries are used to tackle misconceptions and inform ongoing learning • Regular drop-ins evaluate teaching and learning – outcomes are shared with teachers for discussion and kept in Teaching Over Time records • Teachers are reflective about their own practise and open to sharing ideas for improvement • Teachers respond positively to feedback and are keen to develop their practice

Self-review of teaching	• Planning is annotated (or notes in assessment journal) to demonstrate how teaching will be adapted based on evaluation • Teachers respond positively to feedback from colleagues and senior leaders and this secures immediate improvements • Teachers seek out opportunities to further their professional development and take a lead role in this • Teachers engage in a cycle of self-review and identify their own strengths/areas for development • Teachers are open to working alongside colleagues and sharing good practice • Teachers ensure their subject knowledge is up to date and developed in depth • Teachers are well prepared for performance management and aware of strengths/areas for development • There is an open dialogue between colleagues who seek advice from each other • Teachers have a sound working knowledge of the teachers standards and this policy
Use of other adults	• Planning is shared with other adults in advance of lessons • TA feedback to teachers is used to inform the planning process • Adults use their own initiative to target individuals and move learning on • Adults work closely together to model high expectations and maximise learning potential by identifying pupil gaps and responding quickly • All adults are aware of pupils learning needs and provide information for the class teacher which informs assessments and future planning • Adults are used effectively within the setting to ensure children's learning is moved forward • Copies of plans are annotated or notes added to the Assessment Journal • TAs offer effective targeted intervention to close gaps • Teachers are positive and professional at all times when working with other adults • Supporting adults work across the range of abilities within the class • All adults are planned for and their time is maximised • Regular opportunities are created for class teachers and TAs to communicate, either in person or via email

This policy was written in conjunction with teaching staff and shared with support staff.

This policy was adopted at a meeting of:	St Helen's Primary School Governing Body
held on:	10 th November 2022
Print name:	Matthew Sampson
Signed on behalf of the FGB:	