



Gedney Hill CoE Primary  
and Shepeau Stow Primary  
Schools Federation

## Teaching, Learning and Assessment Policy

Our aim is for all pupils to leave our schools with the confidence and skills to become lifelong learners. The purpose of the Federation Teaching, Learning and Assessment Policy is to make explicit the shared and agreed expectations and common working practices upon which teaching, learning and assessment are based within our Federation. We believe that we teach the children through all that we do: learning and teaching should not just be seen as an isolated activity that happens in a classroom.

### 1. Teaching and Learning

Our Federation recognises that learning is a continuous process which involves acquiring and applying knowledge, skills and concepts alongside developing positive attitudes and personal efficacy. Quality first teaching and high-quality learning experiences within all we do are key; in the discreet and hidden curriculum, in the schools' environment and the interactions between all members of the Federation community.

#### Aims

- To place children at the heart of our schools and plan from and for children's interests and needs.
- To provide the highest standard of education to enable our children to acquire the skills, knowledge and concepts relevant to their future.
- To promote high quality learning and attainment for all.
- To engage children in creative and challenging learning both within and outside of the school environment.
- To encourage teamwork and collaboration between all members of our community.
- To promote an ethos of care, trust, mutual respect and support, where effort is valued and success celebrated.
- To promote confidence in our children by supporting them to take risks and learn from mistakes.
- To guide children's social, moral, spiritual and cultural development.
- To support positive mental and emotional development.
- To ensure children attend school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn.
- To encourage independence and pro-active attitudes in the children; helping them remember what they have learnt and have the confidence to apply skills, concepts and knowledge in new contexts.

## **Quality First Teaching**

Teachers will:

- Plan highly focused lessons with sharp objectives
- Build on what learners already know and can do
- Embrace flexibility to develop and adapt teaching and learning linked to ongoing assessment, children's questions and interests
- Actively involve children in their own learning; demanding high levels of pupil interaction and engagement with their own learning including regular opportunities for pupils to talk both individually and in groups
- Use skilful and higher order questioning which will promote and structure the development of pupil knowledge and understanding
- Check children's understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- Model (teacher 'thinks aloud' while modelling to help pupils to understand underlying structures, processes and conventions)
- Cater for a range of learning styles (visual, auditory, tactile and kinaesthetic)
- Include varied teaching styles and differentiated resources and activities that are relevant to the needs and development of the children
- Give clear explanations which helps pupils to understand abstract concepts and events that are outside their own experiences
- Make learning real and challenging; setting learning in meaningful contexts, within and beyond the classroom, to link subjects and ideas together (cross curricular)
- Use encouragement and authentic praise to engage and motivate pupils; help children to recognise and value their achievements and successes
- Equip children to be able to transfer knowledge and skills
- Create an environment that allows the learner to focus on learning; expect pupils to accept responsibility for their own learning and be able to work independently
- Plan beyond the classroom to 'broaden horizons' and expand the children's cultural capital enabling them to succeed in the ever-changing modern world.

## **Layout and Presentation in Children's Books**

- Children will begin to move from pencil to pen from Year 4, as appropriate, once a neat, cursive handwriting style has been fully adopted (in line with the Federation Handwriting Policy)
- All maths work will be completed in pencil.
- Children will be taught to put one digit in one box in maths books.
- All underlining will be done using a ruler.
- Mistakes will neatly ruled through with one line.
- Labels will be used for Learning Objectives using the standard Federation format.
- The long date will be used in all subjects (e.g. Monday 12 February) except in Maths where the short date will be used e.g. 12/02/20
- A margin will be used in all KS2 books.
- Topic pages will be used to show the start of a new unit of work in: Science, History and Geography.

These will be teacher produced.

- New year group sheets will be used in the Extended Writing Books to show the children's journey through our schools.
- All worksheets/sheets of paper are to be dated, marked and carefully trimmed before being stuck in books.

## 2. Planning

### Our plans:

- Prepare our children for life in modern Britain by -
  - \* equipping them to be responsible, respectful, active citizens who contribute positively to society
  - \* developing their understanding of fundamental British values or developing their understanding and appreciation of diversity
  - \* celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.
- Are knowledge, concepts and skills based
- Follow a rolling programme to ensure full coverage of the Early Years Foundation Stage and National Curriculum
- Create cross-curricular opportunities
- Build on themes that develop depth and breadth of knowledge
- Create opportunities for child centred learning wherever possible
- Are based on children's interests

### Long Term Planning and Curriculum Framework

In our schools, planning ensures effective, efficient and creative delivery of the National Curriculum and Early Years Foundation Stage Curriculum whilst adhering to the principles of our Curriculum Intent.

The Long Term plan encompasses a range of subjects. It is designed to develop a breadth and depth of subject knowledge; inclusive and positive attitudes; as well as skills and concepts in line with our Curriculum Intent and the National Curriculum. Parents and carers are kept informed of expectations and pupil learning through termly class newsletters and subject overviews, curriculum bulletins and knowledge organizers. These are published on our school websites and distributed through Parent Mail and paper copies.

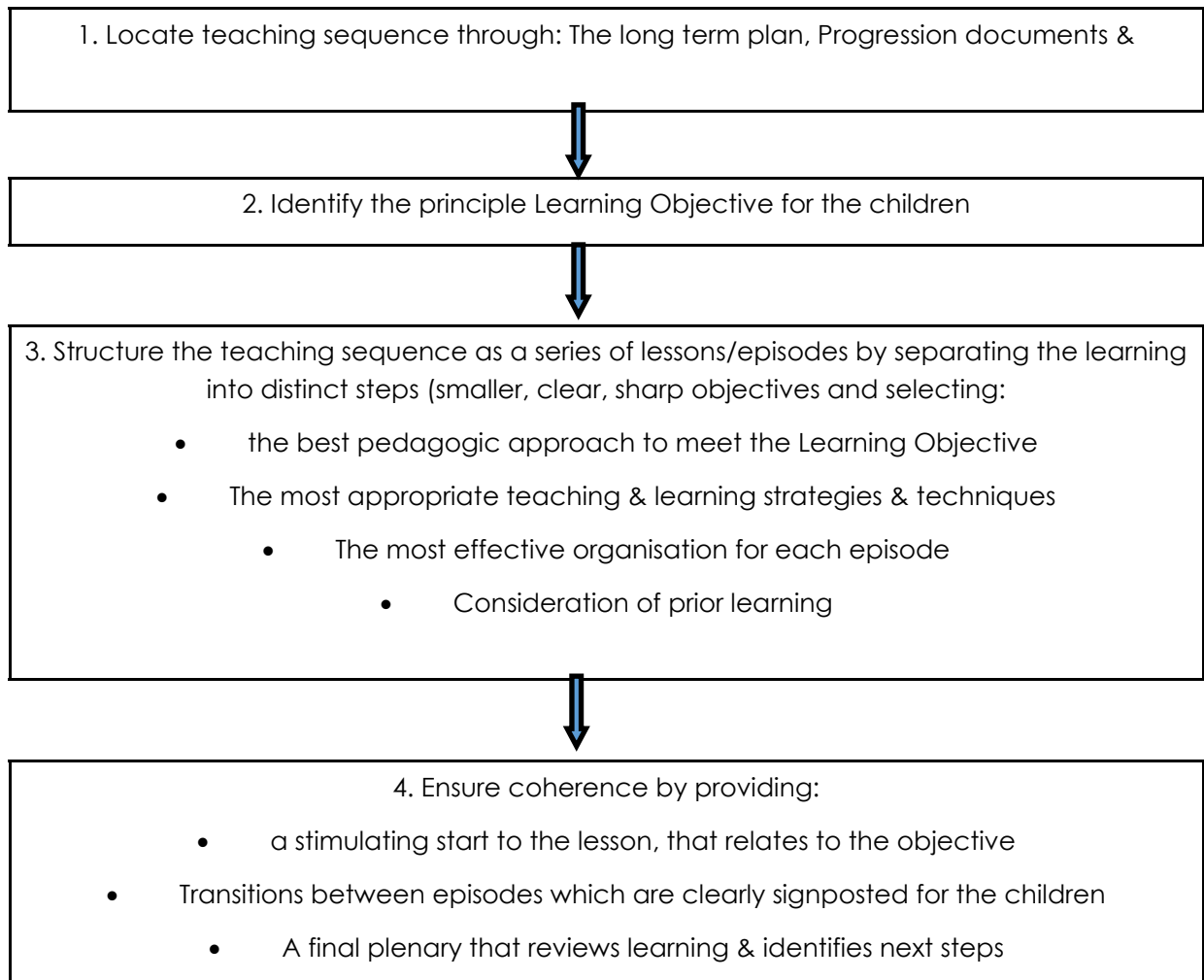
### Medium and Short Term Planning

Our Medium and Short Term Plans set out the work to be covered during each term or unit of work. Plans are to be available for all teaching and support staff to refer to.

Medium Term Plans are to be on the G-Drive on the first day of each term: showing the sequence of learning. Weekly overviews and lesson plans are to be on the G-Drive at the start of each Monday morning. A copy of planning is to be given to support staff in advance of each lesson, via email or paper copy.

This allows support staff to be briefed and ready to support learning and prepare appropriate resources as directed by the teacher.

## Medium Term Plans:



## Lesson / Short Term plans will contain:

- Clear, sharp learning objectives
- Success criteria:
  - ✓ Teacher initiated
  - ✓ Child initiated
- Clear differentiation by:
  - ✓ Task
  - ✓ Resources
  - ✓ Outcome
  - ✓ Adult support
  - ✓ Success Criteria
- Guidance for support staff
- Range of teaching styles to reflect learning styles
- Consideration of prior learning and attainment
- Guided / shared / group / independent work
- Assessment opportunities for:
  - ✓ Teacher

✓ Support staff

✓ Peer

✓ Self

- Opportunities to embed Computing
- Opportunities to explore social diversity, inclusivity and cultural capital
- Opportunities for related homework activities
- Resources

Plans are to be adapted in light of daily pupil achievement and teacher reflective practice. Amendments and assessment notes are to be made in red.

### **Learning Objectives and Success Criteria**

The sharing of learning objectives and success criteria are a crucial element in the process of teaching and learning. By sharing the objective and success criteria, we empower children to take ownership of their learning.

In our schools, we ensure;

- Learning objectives are always displayed
- Learning objectives for each lesson are:
  - ✓ Clear and sharp
  - ✓ Shared
  - ✓ Explained using age appropriate language
  - ✓ Are learning focused not task based
  - ✓ Are 'To know ...'
- Children understand the purpose of their learning
- Task instructions are clearly separated from the learning objective and success criteria
- Success criteria are discussed and increasing opportunities are provided for children to develop their own success criteria
- Success criteria should be process criteria to support learning and self / peer assessment
- Explicit success criteria are displayed and referred to, except in lessons where they are to be 'discovered' or when writing is to be 'independent' for teacher assessment
- When success criteria are used in writing activities, those aspects of the writing not part of the success criteria can be used for teacher assessment of independent writing.
- Learning objectives and success criteria provide a focus for teacher, support staff and self/peer assessment, marking and feedback

### **3. Assessment**

Assessment is an integral part of teaching and learning, and lies at the heart of promoting children's learning and raising self-esteem.

Aims

- To ensure that assessment is central to planning, delivering and reviewing the curriculum so that pupils' needs are met accurately.

- To ensure assessment data is used to set challenging targets for all pupils, to raise expectations and support pupil progress in order for each child to achieve the highest possible standard.
- To use assessment information to inform pupils, parents/carers, teachers, subject leaders, senior leadership team and all other interested stakeholders who have a shared interest in pupil progress.
- To involve pupils in their own learning, by giving regular verbal and written feedback.
- To involve pupils in their learning by providing regular opportunities for self and peer assessment within lessons.
- To ensure all pupils know and understand where they are in their learning, where they are going and how to fill the gaps.

We acknowledge that there are three main types of assessment which fulfil important yet different roles: formative, summative and diagnostic.

### **Formative assessment:**

Assessment for Learning is an active and ongoing process in the classroom between the teacher and the children.

Effective assessment for learning is continuous and involves:

- promoting trusting and positive relationships
- promoting positive attitudes and high expectations
- encouraging and building self-esteem and self-efficacy
- sharing and reflecting on learning objectives and success criteria with children
- supporting the children to know and understand their own attainment and 'next steps' to achieve age related expectations
- providing feedback that identifies how the children have been successful
- providing feedback that helps children to identify how to improve; recognising their 'next steps' and how to take them
- children learning self-assessment and peer-assessment techniques to improve their own and others work and understanding
- planned time for children to respond to oral and written feedback and to discuss the improvements made
- opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- targeted questioning

### **Summative Assessment**

NFER assessment papers will be used for Year 1 to Year 6 in Maths, Reading and SPaG. Summative assessment will take place at the end of each main term at a date set by the SLT. Teachers will organise the uploading of results on to the NFER tool by a date set by the SLT. (teaching assistants can be tasked with this.)

Results from these summative assessments are used as one of the tools for monitoring children's progress.

Results of summative assessments are also used by teachers as an analytical tool for the teaching, assessment, planning cycle: where are there gaps in individual children's and cohorts learning? What are the next steps?

Weekly spelling tests set by the teacher will be linked to Spelling Homework. (Common Exception words and year group spelling rules)

Read Write Inc. tests will be used to monitor children's progress in their discrete spelling lessons.

## **Diagnostic Assessment**

NFER tests and Read Write Inc. tests will also be used as diagnostic tools.

We ensure consistency in teacher assessments by:

- Agreeing details of criteria in our Assessment and Progression Mapping documents
- Moderating within year groups termly
- Joining Local Authority (LA) and Collaborative Partnership moderation activities
- Discussing consistency in staff meetings and partner teacher planning sessions • Using the Keystone Years 1, 3, 4 and 5 Teacher Assessment Exemplification
- Using Teacher Assessment Exemplification Materials: end of key stage 2
- Teacher Assessment Exemplification Materials: end of key stage 1

## **Systems for Monitoring and Recording Assessment**

### **Reading and Mathematics**

Our Federation has adopted an assessment system whereby we assess against age related expectations for each year group. The assessment system is in 3 stages for each year group: WTS, EXS and GDS. Each child has an assessment document for Reading and Mathematics. These documents are updated termly, using evidence from lessons, observations, children's work and formative and summative assessments.

### **English**

A separate system has been adopted for the assessment and monitoring of progress in Writing. This updated termly.

### **Science**

Assessments are completed for each year group using the forms that are part of the Science SOW units. These are to be completed at the end of each unit of work. One form is completed separately for each year group within a class. This will enable a cohort of children to be tracked as they move through the mixed age group classes.

### **Assessment data will be used by SLT, Subject Leads and Teachers to:**

- Analyse the performance of different groups of pupils e.g. gifted and talented, SEND, boys and girls, PP etc.
- Identify pupils who are at risk of underachieving and plan provision for additional support and intervention programmes to support these pupils.
- Inform Pupil Progress meetings.
- Measure the impact of additional support and intervention programmes on pupil progress.
- Provide quality information to support cohort transfers.
- Inform all stakeholders of progress and measures taken to improve progress.
- Identify whole school, cohort and teaching strengths and weaknesses in Reading, Writing and Mathematics and identify areas for development and CPD.

### **At a classroom level: Use of assessment data by teachers and support staff.**

All assessments will be used to support planning, teaching and learning on a day-to-day (formative) basis by ensuring:

- Appropriate grouping of pupils to support differentiation in planning.
- Children will work towards their individual 'next steps' appropriate to their attainment.
- Planning is informed by day-to-day assessment strategies (questioning, observing, discussing, analysing work, checking children's understanding) used to gather information on children's progress against learning objectives and targets.
- Planning is amended and annotated (in red) in the light of ongoing assessment.
- Information gained is used by teachers to identify children's next steps and inform future planning so that they can move children's learning towards and beyond the learning objective.
- Teaching Assistants are effectively planned for and deployed to support children's learning.

### **Subject Leads are responsible for ensuring that:**

- Assessments are maintained consistently, and teachers are given advice and support in maintaining them
- Assessment information is used to evaluate provision and improve practice through feedback and advice and also improve attainment

### **Related documents and policies:**

Curriculum Intent

Marking

Classroom Display and Organisation

Maths

English

Handwriting

Behaviour

SEN and Inclusion

**Review:** September 2025