



## **Teaching, Learning and Assessment Policy**

**January 2025**

### **1. Introduction**

This policy is a statement of the aims, principles and strategies for the teaching, learning and assessment of the school's curriculum.

### **2. Rationale**

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a set of common values and purposes that underpin the teaching, learning and assessment at Withinfields Primary School and enable the school to achieve its aims.

### **3. Objectives and principles**

At Withinfields, we recognise the elements which contribute to becoming an effective learner and aim to instil this in all our pupils. Through our teaching and provision, we aim to create learners who:

- are actively engaged, self-motivated and inspired
- believe that effort leads to success and take satisfaction from their successes
- collaborate with staff and peers to contribute to their learning
- are clear about what needs to be achieved and know their own next steps and personal targets
- can articulate their learning to confirm understanding
- are confident, resourceful and independent
- see mistakes as a way of learning
- question and hypothesise
- build on, and makes links to, prior knowledge
- transfer skills to other situations
- take pride in their own work and that of others
- strive to display our Core Values and Learning Behaviours

Our Teaching, Learning and Assessment will aim to address the following issues which we know are pertinent to Withinfields:

We will:

- prioritise the achievement of high standards in Oracy, Communication, Reading, Writing and Maths, through carefully planned and structured learning, which ensures that progress is continuous as staff identify what children can and cannot do and plan provision and learning to meet individual needs
- focus on building children's vocabulary so that they are quickly able to learn early speaking skills which will support their reading and writing and enable them to write well as they progress through school
- prioritise speech and language development upon entry into Early Years so that children are able to distinguish between sounds for early phonics development
- enable children to acquire knowledge across all subjects and understand the distinction between different subjects so that they all have the chance to recognise their strengths and talents
- ensure that provision for Personal, Social and Emotional development is strong in Nursery so that children start Reception as confident learners
- ensure that children are able to access a range of childhood experiences so that they are not disadvantaged because of their home and family circumstances
- focus on developing children's learning behaviour and positive personal traits so that they can grow into responsible citizens who flourish in society and make the most of their learning opportunities
- enable children to develop their long-term memory so that they can understand how to move relevant information between their working memory and their long-term memory when they need to

- enable children to learn about different cultures and religions so that they understand and appreciate cultural diversity beyond their own community
- enable children to recognise dangers and negative influences online, within their families and in the wider community so that they are able to keep themselves and others in their families safe, and are able to live as law-abiding citizens
- enable children to believe in their own potential, not placing a ceiling on their aspirations, and learn to accept and overcome any difficulties they experience so that they have high aspirations for their educational performance and future careers
- enable children to develop strong reading skills so that they can enjoy a wide breadth of stories and find information as they need it
- ensure children have an understanding of financial capability so that they can manage their own finances and budgets later in life
- engage parents and carers with a wide range of backgrounds and experiences so that they set high expectations for their children while in school and promote education as a positive feature in their lives
- ensure children are able to recognise issues with their own health (physical and mental) and know who to discuss these with so that they understand how to sustain a healthy lifestyle
- enable children to develop leadership skills so that they can take on trusted roles in school and demonstrate reliability and responsibility

## **4. Approaches**

### 4.1 Assessing, planning and delivery

All teaching is based on assessment information so that good quality learning is able to take place. Teachers assess Reading, Writing and Maths on an ongoing basis using a range of assessment tools including assessment for learning during lessons, work analysis during and after lessons and through more formal assessments.

Teachers use the information to identify gaps in children's development so that they can plan effectively to enable them to move forward in their learning. Planning is intended to be useful to the teacher in delivering high quality lessons and provision. Teachers are expected to produce a weekly/unit plan for English and Maths with an outline of the outcomes aimed at for the end of the week/unit. Daily assessment is then used to determine outcomes so that the following day's lesson is based on the outcomes and progress from the learning that has taken place. This means that classes do not have particular groups for Literacy and Maths as children are supported each day according to the learning that they mastered the day before.

A cycle of assessing, planning and teaching is formed which leads to progress being made by all children.

### 4.2 Inclusion

The school works hard to ensure that all children's needs are catered for fully and that they make good progress. Some groups of children and individual children may have additional or alternative provision put in place to ensure that they achieve their full potential. This may be because:

- they have a Special Educational Need or Disability
- they have a medical condition
- they are eligible for Pupil Premium funding or other similar funding
- they are eligible for Early Years Inclusion funding
- they speak English as an additional language
- they have a Social, Emotional or Mental Health difficulty
- they are a low prior attainment pupil
- they are a more able pupil
- they are a child who is looked after or has been previously adopted from care
- they may have suffered a bereavement or family difficulty
- the family is at stages 2, 3, 4 or 5 of the Continuum of Need
- they are new to the school or are preparing for transition

Sometimes, the additional need is short term whereas other children have continued additional needs. A wide range of additional and/or alternative resources are utilised for these children depending on their particular

needs. The school works closely with parents, carers and other agencies to ensure that the child receives the provision that they need. Further details can be found in other relevant policies e.g. Safeguarding Policy, SEND Policy, Pupil Premium and Service Premium Policy.

### 4.3 Early Years Foundation Stage

#### 4.3.1 EYFS Provision

The Nursery and Reception classes follow the Statutory Framework for the Early Years Foundation Stage and utilise Development Matters as a supportive tool to ensure that the provision matches every child's needs.

The provision includes indoor and outdoor environments for learning. Both environments cater for all areas of learning:

- Communication and Language (Prime)
- Physical Development (Prime)
- Personal, Social and Emotional Development (Prime)
- Literacy (Specific)
- Maths (Specific)
- Understanding the World (Specific)
- Expressive Arts and Design (Specific)

They also ensure that the Characteristics of Learning are enabled:

- Playing and Exploring (Finding out and exploring, Playing with what they know, Being willing to have a go)
- Active Learning (Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do)
- Creating and Thinking Critically (Having their own ideas, Making links, Choosing ways to do things)

The themes which the EYFS curriculum is delivered through are set within our curriculum documentation for each half term. The themes are purposefully broad so that learning can be developed according to the children's interests. Stories, books, songs and rhymes are linked to each area.

In Nursery, an emphasis is placed on the Prime Areas of development initially in order to ensure that children are able to communicate effectively within the setting, take care of themselves (e.g. toileting, putting on their own coat etc) and develop appropriate relationships in line with our Core Values.

Phonics is taught to children from the beginning of Nursery. This focuses on discrimination of sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting of words. In Reception, they are moved on to the association of graphemes and phonemes. Little Wandle is used to structure the teaching of phonics.

#### 4.3.2 EYFS assessment

Assessment in EYFS is based on the criteria within Development Matters in the Early Years Foundation Stage. A baseline assessment is carried out on entry to our school to determine a starting point. The vast majority of assessments are based on observations of the child in independent activities. Assessments are used to inform practitioners about what a child can do and what their next development needs are. The judgements are recorded on an ongoing basis using the Evidence for Learning platform. Each term, a summative assessment is made in terms of whether they are on track in their learning to achieve the Early Learning Goal or whether they may need further support to be on track.

At the start of Reception, a more formal assessment is carried out using the Reception Baseline Assessment.

At the end of Reception, the Early Years Foundation Stage Assessing and Reporting Arrangements are followed to make end of Early Years Foundation Stage assessments.

#### 4.3.3 EYFS Home Learning

Parents and carers are encouraged to contribute to their child's learning journey by letting us know about achievements at home. Children are encouraged to develop a love of reading and are therefore able to take books home to share with an adult. As they progress through Reception, they will be provided with a book from the Little Wandle scheme for them to show off to their parents and carers the skills that they are developing in school.

#### 4.4 English

##### 4.4.1 Teaching and Assessment of Phonics

Little Wandle is used to structure the teaching and assessment of our Phonics provision. Year 1 children are taught Phonics every day ensuring that they have a secure grasp of all common phonemes and graphemes. Year 2 children, who have not reached this point, also have a daily session of Phonics. Children are assessed regularly using the Little Wandle assessment system and this information supports the organisation of Keep Up and Catch Up groups so that children are taught according to their needs and receive the support that they need to become early readers.

The Phonics expectations in the Key Stage 1 Assessing and Reporting Arrangements are followed at relevant stages in the year.

In addition to their phonics sessions, children in Key Stage 1 have a reading session at least 3 times a week using reading materials which are relevant to their phonics ability and fluency level.

##### 4.4.2 Teaching and Assessment of Reading

We encourage children to develop a love of reading by providing opportunities for them to enjoy listening to stories and poems, reading through topic lessons and in English, through encouraging them to enjoy a bedtime story at home and through reading often in school and at home.

As children are reaching the end of the phonics scheme and are assessed as secure in their phonological awareness, they are assessed against the fluency assessments and their Y2 reading sessions involve building up the fluency and automaticity with which they are able to read. If children are still not fully fluent by the end of Year 2, they receive reading intervention sessions in Key Stage 2 following the Little Wandle scheme.

In Key Stage 2, children are taught three sessions a week which centre around texts which are related by a theme. They read the texts, discuss the content and meaning of the texts, analyse the vocabulary and authorial intent and develop their ability to articulate opinions about the texts. Much of these sessions develop children's vocabulary and oracy alongside their reading skills.

Key Stage 2 children also take part in a fourth reading session each week which is centred around the class novel that they are listening to in class. Similar skills are developed through this session.

The teacher assesses children's ability during all Reading sessions and through a range of other opportunities including listening to children read 1:1 with an adult. This assessment information feeds into the planning of future sessions or intervention including adult support during the reading sessions. Children who are the lowest ability children in each year have regular reading intervention in order to maintain progress. Each term, children in Y2-Y6 complete written assessments in Reading with Year 1 completing these in Spring and Summer. As well as providing an indication of attainment, these assessments are analysed to provide information about the skills that need further emphasis either for individuals or groups and classes.

The Reading expectations in the Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

##### 4.4.3 Teaching and Assessment of Spelling

A phonics-based spelling scheme is used to structure the teaching and assessment of our Spelling provision. It builds on the foundations that the Phonics provision establishes. Children are introduced to the Spelling provision when they have a secure grasp of all common phonemes and graphemes within the Phonics

provision. Children are assessed using the assessments within the programme and through their writing. In Year 2, children are taught using the Little Wandle Spelling scheme following a 'Bridge to Spelling' unit. Following on from Little Wandle Spelling, the children continue to develop their spelling skills through a phonologically-based scheme in KS2. Spelling is taught as part of our English curriculum and includes a series of tasks which focus on one phoneme per week, which is represented by various graphemes in age appropriate words. The success of acquiring these spellings is assessed in dictation exercises and through regular checks of the National Curriculum spelling lists.

The Spelling expectations in the Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

#### 4.4.4 Writing sessions

Children are taught a range of transcriptional and compositional components of English each day from Year 1 to Year 6 in writing sessions, depending on the skills that they have secured at that point. These may include:

- Handwriting and letter formation
- Acquiring an explicit knowledge of grammatical structures and Standard English starting with basic sentence structures following a planned progression
- Using punctuation
- Spelling including word families and knowledge of morphology and etymology
- Handwriting and presentation
- Analysing texts to develop knowledge of text types, purposes and structures

Writing sessions are usually an opportunity for children to develop an understanding of a particular genre of writing with an aim to develop their own writing. By Year 6, it is anticipated that children will have a good understanding of most genres and therefore will spend more time practising writing for a range of purposes linked to a particular text or theme. The teacher assesses children's writing ability during lessons and through other opportunities. This is recorded in the marking of the writing and more formally on their Writing tick sheet from February to July each year. Each term, a summative assessment of writing takes place to record a projection for the end of the Key Stage.

The Writing expectations in the Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

Handwriting is taught as correct letter formation in EYFS and KS1 and as joined writing from KS2, if the child is assessed as ready for this stage.

## 4.5 Years 1-6 Maths

### 4.5.1 Fluency of basic facts

The school utilises the NCETM Mastering number programme in Reception and KS1. This focuses on the importance of developing pupils' knowledge of key number facts.

The school provides access to children from Y2 to Y6 on TT Rockstars which promotes children's speed in recalling times tables facts. The programme's resources are also used daily as part of the maths lessons to further practise times tables facts.

Children in EYFS and Y1 have access to Numbots.

### 4.5.2 Approach to teaching Maths

Maths is taught daily with Maths concepts being taught across school using a structured plan which enables children to build on prior learning. The planning links closely to our Calculations policy and a continuum in the teaching of Fractions, Decimals and Percentages. We prioritise the teaching of arithmetic fluency alongside reasoning and problem solving in all aspects of Maths. Our approach consists of a number of stages and includes a strategy for the children to follow until they are confident in the skill being taught.

A range of resources and strategies are utilised to ensure that a focus is maintained on previous learning so that children recap and revisit this regularly. This may be through morning tasks, entry slips and plenaries, and through intervention activities for those that need this more regularly. Opportunities are given regularly in lessons for children to explain their mathematical thinking both verbally and in writing.

Differentiated activities are planned for in Maths lessons and children are encouraged in Maths to challenge themselves.

#### 4.5.3 Assessment of Maths

The teacher assesses children's ability during lessons and other opportunities and this is taken into consideration when preparing for the next session or unit. Each term, children in Y2-Y6 complete written assessments in Maths. Children in Y1 also complete these in spring and summer terms. As well as providing an indication of attainment, these assessments are analysed to provide information about the skills that need further emphasis either for individuals or groups and classes.

The Maths expectations in the Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

#### 4.6 English and Maths through the Curriculum

Opportunities are sought to apply learning from English and Maths in other subjects. For example, drawing graphs during Science and Geography, and measuring in PE.

#### 4.7 Topic Curriculum

The school provides a curriculum based on The National Curriculum and Calderdale's Syllabus for Religious Education. This content is organised into weekly blocks of learning focused on one subject. This is so that children develop subject-specific skills, knowledge and understanding and know what each subject involves.

Topics may last a few weeks and cover the subjects of Art, Design Technology, Geography, History, RE and Science. The curriculum has been structured so that the topics build on learning from previous topics and links are made by staff and therefore the children link their learning over time. Over the relevant Key Stage, all necessary content is included.

#### 4.8 Subjects taught weekly

Some subjects are taught on a weekly basis to gradually build skills, knowledge and understanding over their time in school. These subjects are PRHE, PE, Music, Computing and, in KS2, French.

#### 4.9 Assessment of subjects other than English and Maths

Staff assess children's performance in subjects through their discussions and observations in the lessons, through the work that they complete and through their performance in informal quizzes. They produce a summary judgment based on this for each child, each term in each subject. These are provided to parents.

#### 4.10 Our Wider Curriculum

Although we place high importance on the teaching of the National Curriculum, we also feel that our curriculum can be further enriched by additional content and skills as determined by the specific needs of our children, our community and the wider society.

By 'curriculum', we mean any aspect of the school's work that develops children's knowledge, skills and understanding. This includes but is not restricted to:

- Lessons
- Group and individual intervention sessions (academic as well as Personal and Social)
- Assemblies
- Enrichment events such as workshops, enterprise events, speakers and special theme days
- Educational visits
- Family Learning events and Performances
- Homework

- Extra-curricular activities before and after school and during lunchtime

In addition to covering the National Curriculum, we aim to mould our curriculum so that it prepares children for the next stage of their education, develops cultural capital and promotes Fundamental Values alongside our own school values and ethos that 'It's okay to be different'.

#### 4.11 Learning Behaviours

The school promotes and rewards children for displaying particular learning behaviours. The Learning Behaviours are displayed in each classroom and in the hall. Children are rewarded for positive learning behaviour through dojos and specific praise. Staff have been trained in the use of Kagan Cooperative Learning Strategies which help to promote some of these behaviours.

#### 4.12 Physical Development and Fitness

We want to promote physical fitness and a love of sport and exercise to tackle obesity and also to encourage lifelong physical activity. We also recognise the importance of physical exercise in taking care of children's mental health. In addition to PE and Swimming, children are engaged in active sessions during the afternoons which also provide opportunities for the children to work as a team. We are also part of the Active Schools Programme which involves ensuring that children take brain breaks during lessons and encourages staff to consider aspects of lessons which could be more active.

We also take part in a wide range of inter-school competitions as part of the School Games. We aim to involve different pupils in each competition so that a wide range of children have the opportunity to represent the school in sporting activities.

We offer sporting activities led by staff and Y5 sports leaders at lunchtime and breaktime in the playground.

#### 4.13 Safeguarding Curriculum

Children are taught about the importance of keeping safe through the curriculum e.g as part of the PRHE curriculum, the Science curriculum, the ICT curriculum and in PE sessions. There is also a Safeguarding assembly each half term which focuses on a different aspect of safeguarding depending on current need, current media and local issues. This is delivered by a range of staff so that children perceive safeguarding as everyone's responsibility.

In addition, at various points each year, specific Safeguarding lessons are delivered, appropriate to the year group. These include:

- Talks by the local policing team e.g. knife crime, anti-social behaviour
- Delivery of Relationships, Sex and Health Education by a medical professional
- Delivery of Y5 Puberty talks by a medical professional
- Anti-bullying week
- Internet Safety week
- Online safety during computing lessons
- NSPCC Childline presentation (Y5 and 6)

#### 4.14 Core Values, Fundamental Values and Spiritual, Moral, Social and Cultural Development

The school's Core Values, British Values and SMSC development are promoted through the curriculum where valuable and relevant. Assemblies promote all these different aspects of wider learning at different stages through the year. Where gaps are identified, they may be promoted through enrichment weeks e.g. Fundamental Values week.

#### 4.15 Marking and Feedback

Marking and feedback are detailed in the school's Marking and Feedback policy.

### **5. Monitoring and Evaluation**

The implementation of this Teaching, Learning and Assessment policy is monitored and evaluated through a range of methods including:

- Work scrutiny
- Lesson visits and learning walks
- Data analysis
- Pupil and staff interviews
- Pupil and parental surveys

## **6. Review**

The policy will be reviewed every three years unless changes to the policy become necessary through monitoring and evaluation outcomes.