



Teaching, Learning and Assessment Policy

January 2020

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 hypothesize
- 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 Reading, Writing and Maths through carefully planned and structured learning which ensures that progress is continuous because staff identify what a child 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 on entry in 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 their 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 ‘Peek at the Week/Unit’ plan for Literacy 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 grouped each day according to the learning that they mastered the day before. We call this flexible grouping.

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 Inclusion funding

- They have an Emotional, Behavioural or Social Difficulty
- They are a low prior attainment pupil
- They are a more able pupil
- 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 provisions 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 in the Early Years Foundation Stage as a supportive tool to ensuring 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.

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. Initially, this focuses on discrimination of sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting of words. When children are

ready, they move on to the association of graphemes and phonemes. Read, Write Inc is used to structure the teaching of phonics from Nursery onwards.

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 judgments are recorded on an ongoing basis on our school's tracking system. Each term, a summative assessment is made in terms of which Development Matters band a child is working within in each area of learning and this information is shared with parents or carers at Parents' Evening.

Evidence of children's progress is maintained in Learning Journey records. Each child has a General Learning Journey in Nursery and in Reception, each child has a Literacy Learning Journey, A Mathematics Learning Journey and a General Learning Journey.

At the start of Reception, a more formal Baseline Assessment is completed using NfER Baseline Assessment. This is used to help moderate our Teacher Assessment judgments.

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 may be provided with a book for them to read themselves at home as well as a book to share.

4.4 English

4.4.1 Teaching and Assessment of Phonics

Read, Write Inc is used to structure the teaching and assessment of our Phonics provision. Year 1 children are taught Phonics every day until they have a secure grasp of all common phonemes and graphemes when they move on to our Spelling provision. Those Year 2 children who have not reached this point, also have a daily session of Phonics. Children are assessed regularly using the Read, Write Inc assessment and this information supports the organisation of groups at the different stages so that children are taught according to their needs.

Children in Y1 (and Y2 if they did not achieve the expected standard in Y1) are also assessed using Phonics screening check materials every half term to ensure that they are making progress towards this standard.

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

4.4.2 Teaching and Assessment of Spelling

Read, Write Inc Spelling 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.

Spelling is taught as part of the English session at least three times a week.

The Spelling expectations in the Key Stage 1 Assessing and Reporting Arrangements and Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

4.4.3 English sessions

Children are taught a range of components of English each day from Year 1 to Year 6. These include:

- Comprehending texts
- Analysing texts
- Articulating opinions on text
- Acquiring new and varied vocabulary and appreciating figurative language
- Acquiring an explicit knowledge of grammatical structures and Standard English
- Using punctuation
- Spelling including word families and knowledge of morphology and etymology
- Phonics
- Handwriting and presentation

English 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. This is usually facilitated through a high quality text. 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 other opportunities and this is recorded on an ongoing basis on their Writing tick sheet. 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 1 Assessing and Reporting Arrangements and Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

Handwriting is taught as cursive script with entry strokes starting on the line.

4.4.4 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.

Guided Reading sessions take place up to Year 4 often during assembly times. This provides quality uninterrupted time to develop reading skills more widely and allows opportunity for children to discuss their reading with their peers and the teacher.

From Year 2 upwards, DARTS sessions are taught where children are exposed to a wide range of reading skills and question types to develop their understanding of text.

The teacher assesses children's ability during Guided Reading and DARTS sessions and through a range of other opportunities and this feeds into the planning of future sessions or intervention. Children who are the lowest ability children in each year have regular reading intervention in order to maintain progress for them towards fluent reading. Each term, children in Y2-Y6 complete written assessments in Reading. 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 1 Assessing and Reporting Arrangements and Key Stage 2 Assessing and Reporting Arrangements are followed at relevant stages.

4.5 Years 1-6 Maths

4.5.1 Fluency of basic facts

The school has implemented Global and Space Travel Passports which track children's progress through a range of basic skills and facts e.g. number bonds, times tables etc. Classes have dedicated time each week to focus on these skills outside the Maths lesson and homework is linked to the stage that the child is on.

The school also provides access to children from Y2 to Y6 on TT Rockstars which promotes children's speed in recalling times tables facts.

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 recorded on an ongoing basis on their assessment records. Each term, children in Y2-Y6 complete written assessments in Maths. 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 1 Assessing and Reporting Arrangements and 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; writing chronological recounts in History, 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 1, 2 or 3 weeks and cover the subjects of Art, Design Technology, Geography, History, Music, 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 between 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 PSHE, PE, Computing and, in KS2, French.

4.9 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'.

4.10 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. Staff have been trained in the use of Kagan Cooperative Learning Strategies which help to promote some of these behaviours.

4.11 Physical Development and Fitness

We want to promote physical fitness and a love of sport to tackle obesity and also to encourage life long 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 walking or jogging 1km at least three times a week.

The children also belong to a 'clan' and take part in half-termly intra-school sports competitions. These introduce sports which they may not come across through PE e.g. new-age curling, goal ball, orienteering etc.

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 breaktimes in the playground.

4.12 Safeguarding Curriculum

Children are taught about the importance of keeping safe through the curriculum e.g as part of the PSHE 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
- Delivery of Y5 Girls Puberty talk
- Anti-bullying week
- Internet Safety week
- NSPCC Childline presentation (Y5 and 6)

4.13 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.

4.14 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
- Data analysis
- Learning walks
- Pupil Interviews
- Staff interviews
- Pupil and Parental Surveys

6. Review

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