Moorside Primary School

Teaching, Learning and Assessment Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose
Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in belonging to a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens.
We encourage everyone to thrive and achieve their full potential.

Our Vision
We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world.
We want all of our children to effectively engage with each other and with our community.

Our values
We all believe...
Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...
Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources.
Everyone will celebrate each other's successes and achievements.

Child-friendly expectations are to be used in class and around school. They are:
Learn and let others learn.
Celebrate what makes us special and respect our diversity.
Look after each other and our environment.
Solve problems calmly and cooperatively.

<u>**Rationale**</u>
This Policy is designed to:
- ➢ Set guidelines and provide a framework for the agreed principles and approaches which underpin teaching for learning in our school.
- ➢ Promote consistency of approach, expectations, continuity and progression to improve the quality of teaching for learning and ensure equal opportunities for all our children.
- ➢ Recognise, acknowledge and implement the most effective, evidenced classroom practices as defined by the school, to further children's learning intellectually, socially, emotionally and physically.

The Policy takes account of
- ➢ The nature of our school community and the context in which teaching for learning takes place.
- ➢ The collective experience and expertise of our teaching and support staff.

<u>**Aims**</u>
Our primary aim is to deliver a high-quality education to all children by providing teaching that:
- ➢ Helps children to become active, reflective and resilient learners and equip and motivate children to strive to improve their performance.
- ➢ Provides children with the opportunity to engage in using the tools provided in the classroom to accelerate their learning further.
- ➢ Encourages children to be respectful when receiving and acting on feedback, enabling them to develop their learning further.
- ➢ Is relevant to the needs and interests of all children to help develop self-knowledge and self-esteem.
- ➢ Provides children with the essential basic skills whilst developing a love of learning.
- ➢ Promotes high expectations and ambition, celebrating both success and effort.
- ➢ Presents challenges and support to empower all children as learners, including those with special educational needs and of very high ability.
- ➢ Enables children to take ownership of their learning and builds their confidence to question and be independent.
- ➢ Supports children's families/carers in learning together.

<u>**The Learning environment**</u> **is characterised by:**
- ➢ Strong Relationships: respect, resilience, professionalism and partnerships

- ➤ Safety and Respect: Children are safe, have trust, respect and feel valued.
- ➤ Responsiveness: Children's work is pitched appropriately.
- ➤ Belonging: Children have friends at school and as a school we actively promote caring Buddies approach
- ➤ Collaboration: Parents/carers feel welcome and informed.
- ➤ Pride: Staff speak positively about the school.
- ➤ Engagement: Active participation and involvement in our school community.
- ➤ Mutual respect: Staff and children embrace cultural diversity.
- ➤ Community: Everybody shares ideas and works as a team.
- ➤ Support: Make time for your colleagues and yourself.

Classroom Practice is characterised by High Expectations, Professionalism and the consistent delivery of agreed approaches and standards. Practice will demonstrate:
- ➤ Commitment: attendance is the first stage of success and is a priority.
- ➤ Punctuality: Children and staff on time and well prepared.
- ➤ Consistency: Enforce school/classroom routines and practices.
- ➤ High Expectations: Demand the best from all staff and every child.
- ➤ Good order: Expect, encourage and promote excellent behaviour.
- ➤ Individual support: Ensure a supportive environment and differentiate for individual needs – adaptive teaching.
- ➤ Evidenced practice: Use data to inform your practice.
- ➤ Good organisation: Ensure appropriate resources.
- ➤ Continuous focus on essential skills: Explicitly teach every literacy and numeracy lesson.
- ➤ Appropriate time management: Follow the timetable.
- ➤ Development of an environment that celebrates and supports learning: High-quality, organised classroom display.
- ➤ Pride in presentation: Adoption of the agreed standards of presentation for all work including handwriting and maths

A Positive Classroom Tone, supportive of a positive, powerful learning environment, will be created and maintained by:
- ➤ Setting consistent, clear classroom expectations and routines.
- ➤ Embedding the essential skills in classroom delivery.
- ➤ Greeting children and families on arrival.
- ➤ Being in the classroom when the gates open from 8:45 am.
- ➤ Modelling respect, courtesy, manners and honesty.
- ➤ Modelling enthusiasm and resilience.
- ➤ Explicitly teaching and reinforcing appropriate language and classroom behaviour.
- ➤ Always requiring that all children instantly respond to staff directions and requests.
- ➤ Implementing all Positive Behaviour Support strategies and lessons.

Quality Feedback for all Children which is designed to deliver improvement, and success will be ensured through the provision of:

➢ Effective feedback based on daily observation of children's participation, performance and progress

➢ Constructive and honest feedback, that always starts with a positive.

➢ Clear expectations that are provided at the start of each lesson

➢ Specific reference to the learning intention and success criteria.

➢ Meaningful written and verbal statements relating to next steps provided to children to guide improvement (In delivering feedback staff will be sensitive to the needs and capacities of each child e.g. the child's level of reading skills)

➢ Where appropriate, immediate feedback delivered in the lesson to individuals or groups to ensure that all children stay on track and learning time and opportunities are not lost or delayed

➢ Immediate correction of misunderstanding and misconceptions to ensure children are secure in their understanding before moving on before moving on.

Appealing Classroom and Corridor Displays which engage and enthuse children will be provided. To facilitate this

➢ Desks are positioned so that all children can clearly see the board, including when the adult is modelling aspects of learning.

➢ Learning spaces around school are clearly defined e.g. reading corner/areas.

➢ Classrooms are clean and free of rubbish and files, books and equipment are stored appropriately

➢ All print is meaningful, this includes printing, online or external resources. (Staff are reminded that selected materials may be subject to copyright. All regulations regarding this must be followed.)

➢ Children's work is displayed in a manner that ensures it can be seen and indicates that it is valued. (Displays should be changed to ensure that displays are relevant to children's current learning.)

➢ The daily timetable is displayed in all classrooms. Where appropriate children have their own personalised timetable which is used to support them to manage changes.

➢ Working walls are used effectively in lessons - they display the lesson intention, vocabulary and may include models of learning.

Excellent standards of presentation will be maintained through the consistent adoption of the following agreed practices:

➢ Where used, lead pencils should be sharp and ready to use at the start of the lesson in order toto avoid lost time during lessons

➢ Writing should be neat, well sized, and appropriately spaced.

➢ Children should be reminded to adopt the correct posture for handwriting. That is feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising the book or paper.

➢ Tripod pencil grip should be used to ensure handwriting is neat and consistent.

➢ If a mistake is made a single line should be used to cross it out. This line must be drawn with a ruler. There is no need for rubbers to be used either by adults or by children.

➤ Children and staff should ensure there are no blank pages or lines missed out by children or staff. Where there are whole pages or parts of pages inappropriately left blank, they will be used for later work and the work will be properly dated

➤ All front covers should be kept in clean condition and should have only the required information (Child's name, Class, Subject etc). No names should be crossed out and another scribed-on top of this. Where books are defaced, staff should establish how this has happened / by whom it has been done and take action to avoid any recurrence

➤ Sheets that are glued into books should be purposeful and support the learning. They should be glued in cleanly, properly positioned and flat.

➤ The print on any sheet should be at a legible font size e.g. Sassoon at font 14 or Arial at 11 and should be clear with no blurring.

➤ Work should be corrected regularly following the Marking and Feedback Policy.

➤ Any drawings, diagrams and colouring should be purposeful and reflect best effort.   They should clearly relate to the learning intention and never be used as a time filler or holding activity.

➤ All work should be dated with the date and title underlined with a ruler.

➤ The use of pictures stuck in books should be limited and only be used where they are needed to support the learning.

Delivering a Knowledge Rich Curriculum

Progress = knowing more, remembering more and being able to do more.
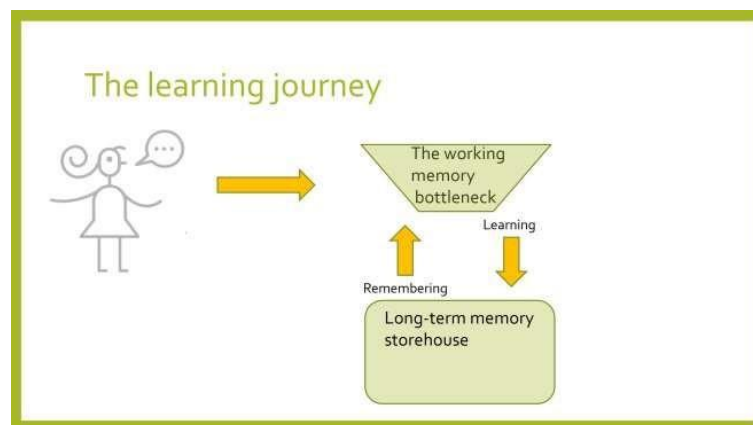
When we teach something new, the information goes first into the working memory and then, in the right conditions, it passes into the long-term memory. Once here, memories can be retrieved back into the short-term memory when we want to think about that particular thing.

Why is teaching children knowledge central to our curriculum?

➢ The more children know, the more they can play around with new ideas and make insights.
➢ Knowledge has always been a precondition for the other skills.
➢ A lack of subject-specific knowledge can mean that new concepts slip past you or that you make mistakes.
   People who have lots of subject-specific knowledge find that new knowledge "sticks" to it, helping them commit the new information to long term memory.

The (knowledge) rich get richer and the poor get poorer

We teach the children two different types of knowledge:

Disciplinary – the methods that establish the substantive facts e.g., the observation of the sun, moon and stars, satellite photographs.

Substantive – established facts e.g. the earth is the planet on which we live.

How do we make knowledge "stick"?

The working memory has very limited capacity and is easily overwhelmed. By contrast, the capacity of the long-term memory is vast.
If we want children to remember knowledge for the long term, we need to make the most of this huge capacity. The aim of all learning should be to improve long-term learning.

We remember what we think about, so lessons need to be planned so children think about the right things. If they are thinking hard about what colour pen to use in their poster or how they might win a game, rather than what the poster is about or the maths behind the game, then that is what they will remember.

For example, when teaching young children to count, sometimes using 'interesting' objects means the child's focus is more on the dinosaurs than the counting. So that's what gets remembered.
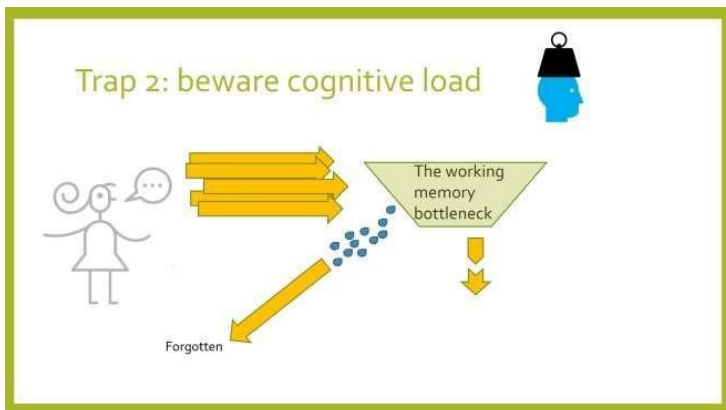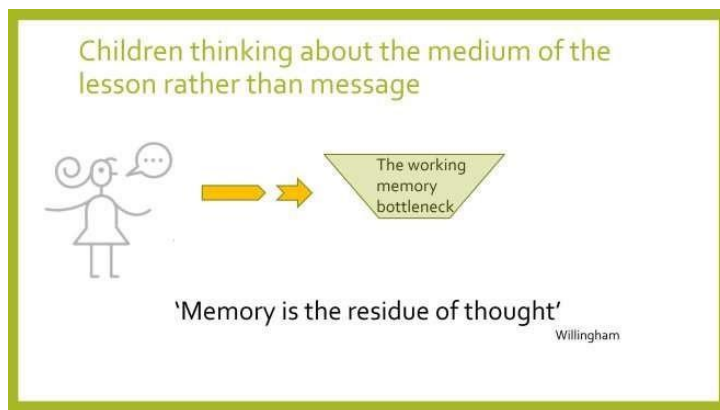
Cognitive overload occurs when we overwhelm the limited working memory with too much new information at once. Since most of us can only handle about four new items of information at once, knowledge will start to leak if we try and put too much in at once.

We can strengthen our ability to recall long-term memories by retrieving them. The more you search for a memory, the easier it becomes to find it. This simple concept – 'the retrieval effect' – should become the bedrock of our teaching for long-term learning.
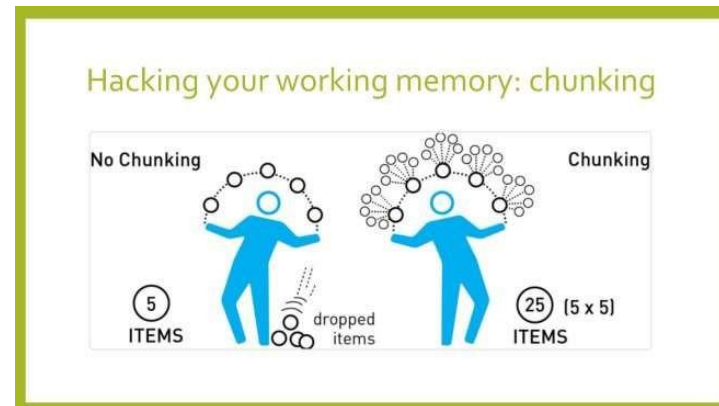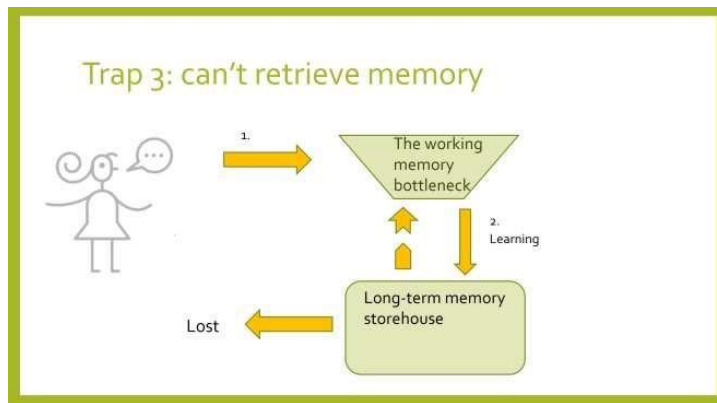
Chunking needs prior knowledge. The more you can know, the more you can chunk. The more you can chunk, the more space you have to think within your working memory.
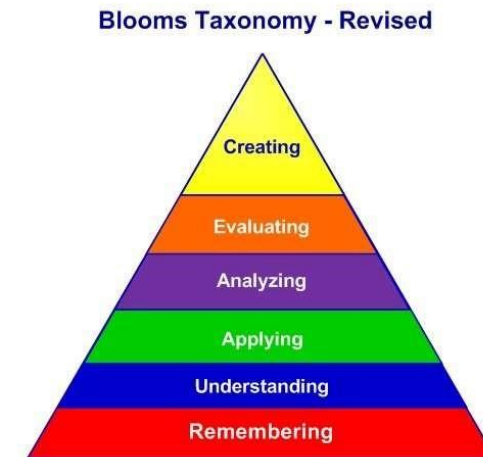
<u>Learning intention</u>
Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviours and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity). By creating learning intentions using measurable verbs, you indicate explicitly what the pupil must do to demonstrate learning.

A learning intention must not include the phrases 'to know' or 'to understand' but instead active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'.

Avoid using verbs that are difficult to measure objectively. The following verbs are difficult to assess and measure and therefore should be used with caution:

> know,
> comprehend,
> understand,
> appreciate,
> familiarise,
> study,
> be aware,
> become acquainted with,
> gain knowledge of,
> cover,
> learn,
> realise.

Blooms Taxonomy - Revised

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Know and understand do not specify any overt 'doing' and although knowing and understanding underpin learning, objectives are always written using active doing verbs.
As part of the planning process, teachers need to decide what children need to be able to DO to demonstrate that they know what they have been taught.

Beginning planning with the learning intention will also help to ensure that tasks and activities are appropriate and will help children achieve their intentions.
All lesson intentions should start with, 'We are learning to...'
Lesson intentions should be:
> Identified in short-term planning for every lesson
> Shared with the children at the start and throughout the lesson
> Shared with all adults delivering the lesson content
> Displayed on working walls
> Displayed at all times in the lesson
> Written in child-friendly language
> Created using a measurable verb
> Measurable in terms of time, space, amount, and or frequency

➤ Used when giving feedback to children

Success criteria

Effective success criteria may be shared with the children but not created with the children and should take up minimal teaching time. The adults in the lesson are the ones that need a clear understanding of the success criteria, in order for children to be successful with their learning. The success criteria needs to be on the short-term planning though not to be displayed in class.

Examples of Effective Learning Intentions and Success Criteria			
Learning Intention	We are learning to write expanded noun phrases (Y4).	We are learning to mix colours (Y1).	We are learning to identify features of Romanticism in art (Y3).
Success Criteria	➤ Noun ➤ Two adjectives separated by a , ➤ Determiner ➤ Verb ➤ Prepositional phrase	➤ Name primary colours ➤ Name secondary colours ➤ Two colours = secondary colour ➤ Make a secondary colour.	➤ Landscape ➤ Shapes ➤ People ➤ Foreground ➤ Background ➤ Colours

Examples of Effective Learning Intentions and Success Criteria		
Learning Intention	We are learning to state why rules are important (YR).	We are learning to locate our school on a map (Y1).
Success Criteria	➢ Rule ✔ ➢ Consequence ✘ ➢ Classroom rules ➢ Computing rules	➢ Find Moorside Primary School ➢ Find places in Arthur's Hill (park, shops) ➢ Find school Three features that helped you find school.

Teachers' Responsibility for the delivery of Effective Teaching and Learning
It is the responsibility of all teaching staff across the school to develop and improve the basic skills of each child. Effective learning only happens where there is effective teaching. As it is the expectation of the school and the Governing Body that all lessons are good or better, teachers are actively encouraged and supported to develop their practice to ensure maximum learning for their classes. When teaching, we focus on motivating the children and building on their skills, knowledge, and understanding of the curriculum. For effective teaching to take place, there are several factors that we feel are required.

➢ A well-prepared plan.
➢ A clear Learning Intention (LI) which is shared with the children and referred to throughout the lesson.
➢ Small steps towards the identified learning intention which are shared and developed with the children.
➢ A clear link that builds on prior learning.

- Clear group teaching that enables all children to access learning and fosters their involvement
- Where appropriate, whole class elements within a lesson that provide opportunities for modelling, feedback and re-focusing.
- Opportunities for guided group work that are maximised to support children's learning
- Speaking and Listening opportunities that deepen understanding and develop vocabulary.
- High quality questioning such as learning challenge questions that promote higher order thinking.
- Positive interactions between adults and children, and children and children that evidence cooperative learning.
- Maintenance of an appropriate pace and pre teaching of skills where appropriate.
- Appropriate challenge for all children based on their current assessed levels and needs.
- Assessment for learning clearly present in all aspects of the lesson, enabling misconceptions to be addressed, learning to be re-shaped where appropriate and regular feedback to be delivered to enhance learning.
- Consistent classroom management that reinforces expected standards of behaviour maintaining an environment which is conducive to learning.
- Effective use of additional adults.
- Effective use of high-quality resources and where appropriate ICT.
- Maintenance of a High-quality learning environment used to extend the curriculum.
- The incorporation of active learning, including outdoor learning, where appropriate.

Guidelines for effective Teaching for Learning

We base our teaching on our knowledge of the child's level of attainment and do this by using a rigorous Assessment for Learning (AfL) approach throughout learning. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

- Our planned curriculum is designed to deliver the National Curriculum. It promotes the enjoyment of learning, and the acquisition of the information and skills essential for lifelong learning.
- Delivered in the context of an optimum learning environment.
- Delivered in a way that seeks to ensure that all learners develop a sense of ownership and relevance together with the motivation to learn which is an essential part of the process.

We offer opportunities for children to learn through

- Minimum whole-class, group teaching, enabling paired and individual learning experiences.
- Researching and finding out to learn more.
- Investigating and solving problems.
- Effective questioning.

- ➢ Reflection time to revisit what has been learnt and consider why it is important.
- ➢ Creative learning experiences.
- ➢ Designing and making things.
- ➢ Participating in physical and hands-on learning experiences.
- ➢ Field work and educational visits and residential experiences.
- ➢ Opportunities to respond to visual and oral materials.
- ➢ Debates, discussions, role-play, and presentations.
- ➢ A range of high-quality books and texts.
- ➢ Access to a wide range of concrete resources that support learning

Delivering Group teaching
Children will work in groups throughout the lessons in fluid groupings based on their needs within the lesson.
Each group will receive:
- ➢ Teacher input based on new content.
- ➢ Adult modelling on how to apply a newly taught skill.
- ➢ Focused pre-teach session/s linked to vocabulary or a new concept.
- ➢ Opportunities to work independently on application tasks linked to something recently taught.
- ➢ Opportunities to participate in consolidation sessions to secure an understanding of the knowledge and/or concepts taught and to provide the opportunity to practice and apply skills.
- ➢ Reflection on previous learning in a different context using different ways of recording.

Children will be assigned to different groups in different subject areas, based on their assessed capabilities and needs

Ensuring Effective group management
- ➢ Teachers and support staff should be working in a focussed way with an identified group whilst ensuring that children ready to work independently are appropriately occupied
- ➢ Seating arrangements should ensure that the adults within the learning environment have full view of the room.
- ➢ Teachers should aim to set children off promptly on their learning, children will not need to listen to each group's instructions, only those relevant to them. Where children are waiting for the teacher/teaching assistant they should be guided to, for example, explore vocabulary, discuss a question or look at reading materials.
- ➢ Except where a whole class need has been identified, teaching staff should address children who have misconceptions through the use of mini plenaries.

Differentiation

Differentiated teaching occurs when a teacher plans a lesson that adjusts either the content being discussed, the process used to learn, or the product expected from the children. It ensures that learners at different starting points can receive the instruction they need to make progress and succeed. In Key Stage 1 and 2, children at all stages and levels will always be accessing learning intentions taken from the National Curriculum statutory document and, for Early Years, Development Matters.

Engaging Children
The Rosenshine Principles

Rosenshine's Teaching Principles emerged from a desire to enhance learning outcomes and offer a systematic approach to learning. By synthesising various aspects of teaching, Rosenshine developed an approach to teaching that optimises effective instruction.

Over time, these principles have evolved to accommodate diverse learning styles, incorporating cognitive science insights to further improve their efficacy. Teachers who adopt Rosenshine's Principles can expect to create a more engaging learning environment that caters to children's individual needs and fosters better understanding and retention of subject matter.

Rosenshine has Ten Principles:
1. Daily Review
2. Presenting new material in small steps
3. Asking Questions
4. Presenting Models
5. Guided Student Practice
6. Checks for Understanding
7. Achieving an elevated success rate
8. Providing scaffolds
9. Independent practice
10. Weekly and monthly review

These principles do not have to be applied to every lesson. It is important not to think of the principles as some kind of lesson plan. Different lessons in a learning sequence will require a different focus. Some might have more explanatory modelling, more questioning or more independent practice. Whole lessons may be dedicated to practice or to modelling and questioning. Over a series of lessons that relate to a sequence, all elements of the principles will feature in some form.

How we use Planning to Support Effective Learning
➢ Planning should be personalised for the individual needs of children within the class.

- ➢ Core subject planning should be completed daily in order to build on the previous day's learning or address misconceptions, any areas for improvement or development.
- ➢ Appropriate learning intentions for the different groups of children in the class should be selected based on a progression of small steps.
- ➢ Learning intentions, taken directly from the National Curriculum and supported form the Development Matters, for the Early Years, should be applied in different and engaging contexts outside of their specific subject area.
- ➢ When planning, staff should think about the small steps that children will need to take in order to succeed.
- ➢ When planning staff should anticipate any possible problems children may encounter and identify ways of supporting them, breaking down any barriers to learning.
- ➢ Staff should identify which resources will be needed and encourage children to be able to identify these and access them independently.
- ➢ Staff should look at which aspect of the learning will need high-quality modelling and what vocabulary will need to be developed, alongside effective questioning.
- ➢ Staff should plan time in lessons for children to respond to feedback, which is then acknowledged to move the learning forward and to clarify any misconceptions.

Assessment

The assessment priority is Assessment for Learning. We base our teaching on our knowledge of the child's level of attainment and provide appropriate learning tasks accordingly, to provide challenge for each child's level of ability.

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose problems as they arise, adjust teaching to address these and to chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

- ➢ Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.
- ➢ We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard.
  Our staff are accountable for achieving the highest standards in children's attainment, progress, skill development and outcomes.
- ➢ Teachers use school assessment criteria to assess children based on evidence in books as well as other forms of formative and summative assessment opportunities.
- ➢ The school complies with government legislation and new developments.
- ➢ Data is captured and reviewed for every child half-termly to monitor performance and address progress. Following this, 'Pupil Progress' meetings are used to discuss individual children in further detail.

Early Years (Specific to)

➢ In Early Years opportunities should be maximised for children to take forward their learning from adult-led group sessions into child initiated/independent learning and areas of provision to practice the learning that has been taught.

➢ All adults should provide further enhancement opportunities through continuous provision both indoors and outdoors.

➢ Observations and discussion within teams should inform next steps in learning for the children and planning should cater for these.

➢ Children, at all developmental stages, should have the opportunity to practise skills, reinforce learning and undertake new learning by working in practical contexts.

➢ Observations recorded in Learning Journals should be used to inform the planning of next steps as well as to celebrate achievements.

Equal Opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all children can access and achieve a broad and balanced curriculum based on the requirements of the National Curriculum. Teachers must take account of SEND, more able, and language stage of development needs when planning and teaching lessons to ensure learning opportunities are provided which match the differing abilities of all children and provide the opportunity and challenge to progress their development. Additional support is provided for identified children so that all children can access the curriculum and achieve their best. Support may be given to children with Special Educational Needs, to children who speak English as an Additional Language, or to children experiencing any of a range of vulnerabilities or disadvantage or to extend those with a specific gift or talent. When planning work for children with additional educational needs, we give due regard to information contained in their Individual Education Plan (IEP) and Education, Health and Care plan (EHCP).

Managing Mobility

As a school we are committed to managing child mobility to maximise learning and work closely with children who join and leave our school at various points in the year and their families to engage parents as partners in their children's learning. Staff respond to the individual learning needs of these children, and they have high expectations of the children and of themselves.

Behaviour for Learning

➢ Adults are responsible for ensuring that learning is engaging and pitched at the correct level for individual children, this should include providing challenges and extensions to maximise learning potential.

➢ Within each lesson it should be clearly communicated what the expectations relating to attitude, behaviour and amount of work to be completed are with regards to.

➢ All children will have the resources and scaffolding materials readily available and know how to access these independently, this will help reduce child movement within the learning area.

➢ The use of visual timetables supports children in knowing the organisation for the day ahead.

➢ Behaviour for learning should be explicitly taught, modelled and reinforced by all adults in the learning area.

➢ Positive praise is embedded in order to motivate and celebrate the successes of individuals and groups of children.

Additional Initiatives that Support Learning

Focus work

Throughout the year, we hold a series of focus themes, days or weeks. These range from our Whole School Write/themes to specific curriculum areas e.g. book week or science/maths investigation day, to health or community-based events e.g. health and fitness week and Our World Book Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

Home Learning

Home learning allows children the opportunity to consolidate their learning outside of school, as well as helping to develop their skills of independence and self-reliance. It contributes to establishing the capacity for lifelong learning in children and offers opportunities for actively involving Parents/Carers as partners in their children's learning.

Home learning tasks support and extend the learning that has happened in the classroom. We ask that Parents/Carers support their children in learning by heart the multiplication tables and spellings that may be sent home. We also encourage Parents/Carers to listen to their children read on a regular basis. As a school we share curriculum overviews to help Parents/Carers understand what their children are learning, and this enables them to talk about the learning and key information.

Family Learning focuses on providing opportunities for Parents/Carers to learn new skills whilst helping their child to learn in a fun and friendly way. Opportunities are open to all members of the family, and these are shared with Parents/Carers. There are a range of programmes led by school as well as wider agencies through links with the wider community.

Parents/Carers

At Moorside we recognise that Parents/Carers are the first educators of our children, and we seek to work in partnership with them at all times. Parents/Carers will:

- ➢ Be invited into school for special occasions such as assemblies.
- ➢ Be encouraged and welcomed to support their child's learning in opportunities provided in school.
- ➢ Be encouraged to be involved in additional activities such as after school clubs or extra-curricular activities.
- ➢ Be offered appropriate and reasonable access to teachers to discuss areas of concern and possible barriers to learning.
- ➢ Be invited to consultations and information meetings to discuss progress.
- ➢ Be encouraged to voice their thoughts and opinions.

Monitoring and Evaluation

In order to continue the pursuit of excellence, regular effective systems of monitoring and evaluation are put in place. The monitoring of Teaching, Assessment and Learning will be carried out by the Senior Leadership Team, Governors, School Achievement Partners and where appropriate the Middle Leadership Team.

Procedures of Monitoring and Evaluation:
- Learning walks are carried out regularly and follow a clear school improvement focus.
- Children's work is scrutinised within a clear school improvement focus.
- Assessment data is analysed on a half-termly basis.
- Children are consulted through questionnaires, interviews and the work of the School Council.
- Teachers receive regular supportive feedback regarding their own development.
- Observations of learning and teaching including intervention programmes are conducted by school managers.
- Tracking and monitoring of a classes/groups of children is conducted over a sustained period of time.
- Planning, children's work and teacher feedback is scrutinised by school managers and external partners e.g. School Achievement Partner.
- Pupil progress meetings are held to provide the opportunity to review staff assessments and class and individual children's progress.
- School based and LA and Nationally produced data is analysed in order to monitor school performance and inform school development priorities
- Learning environments are monitored by school staff and external specialist staff in order to ensure compliance with legislation and to inform necessary corrective actions and developments.
- Policies are developed, implemented, evaluated and reviewed in line with published schedules where appropriate, and in order to ensure compliance with legislation and government requirements and directives and to inform development priorities
- Performance Management (Appraisal) is conducted in line with requirements.
- External consultant reviews are conducted to ensure compliance and to obtain specialist advice and guidance on a range of education based and non-education issues.

Monitoring and Review of Policy

The Teaching, Learning and Assessment Policy is reviewed periodically.   The review process ensures that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Other Policies linked to Teaching, Learning and Assessment
- Early Years Foundation Stage Policy.
- Special Education Needs Policy and Information.
- Inclusion Policy.
- Equal Opportunities Policy.
- Behaviour Policy.

- ➢ Attendance and Punctuality Policy.
- ➢ English Policy /Reading Policy /Writing Policy /Intent documents.
- ➢ Maths Policy / Calculation Policy /Intent and Implementation document.
- ➢ Curriculum Policy / Intent and Implementation document.
- ➢ All Foundation Subject Policies.
- ➢ Marking and Feedback Policy.

Date to be implemented	September 2025
Date to be reviewed	July 2027