

# 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.

## **Rationale**

This Policy is designed to:

- Set guidelines and a framework for the agreed principles and approaches which underpin teaching for learning in our school.
- Promote consistency of approach, expectations, continuity and progression in order to improve the quality of teaching for learning and ensure equal opportunities for all our children.
- Recognise, acknowledge and implement the most effective classroom practices, in order 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 both teaching and support staff.

## **Aims**

Our primary aim is delivering a high quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self-esteem.
- Provides children with the essential basic skills and instils a love of learning.
- Promotes high expectations celebrating both success and effort.
- Challenges and supports to empower all children including those with special needs and of very high ability.
- Enables children to take ownership of their learning with the confidence to question and be independent.
- Supports the whole family in learning together.

## **Effective teaching**

It is the responsibility of all teaching staff in school to develop and improve the basic skills of each child. Effective learning only comes about from 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 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 a number of 'factors' that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:

- A well prepared plan.
- A clear Learning Intention (LI) which is both shared with the children and referred to throughout the lesson.
- In EYFS, 'we are learning to..' will be shared verbally with the children and referred to regularly.
- Small steps towards the learning intention identified, shared and developed with the children.
- A clear link that builds on prior learning.
- Clear differentiation to enable all children to access learning and foster the involvement of all.
- Where appropriate, whole class elements within a lesson provides opportunities for modelling, feedback and re-focusing.
- Opportunities for guided group work maximised.

- Speaking and Listening opportunities deepen understanding and develop vocabulary.
- High quality questioning - learning challenge questions promoting higher order thinking.
- Positive interactions between teacher and child, child and child and evidence of cooperative learning.
- Good pace and pre teaching of skills where appropriate.
- Appropriate challenge for all children.
- Assessment for learning present in all aspects of the lesson, misconceptions addressed, learning re-shaped where appropriate and regular feedback to enhance learning.
- Consistent classroom management that reinforces conducive behaviour for learning.
- Effective use of additional adults, high quality resources and ICT.
- High quality learning environment used to extend the curriculum.
- Active learning including learning outside 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 system of pre-assessment at the start of a unit of work. 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 promotes the enjoyment of learning both information and skills essential for lifelong learning.
- Optimum learning environment.
- All learners need to feel a sense of ownership and relevance, the motivation to learn is an essential part of the process.

### **We offer opportunities for children to learn through**

- Minimum whole class, group teaching, paired and individual learning experiences.
- Researching and finding out in order to learn more.
- Investigating and solving problems.
- Effective questioning.
- Reflection time with regards to what has been learnt and 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.
- Responding to visual and oral materials.
- Debates, discussions role play and presentations.
- A range of high quality books and texts.

### **Group teaching**

Children will work in groups with peers whom have the same areas for development or who are all ready for their next steps of learning.

Each group will either:

- Receive either focused teacher input based on new content.
- Have modelled to them how to apply a newly taught skill.
- Will receive a focused pre-teach session linked to vocabulary or a new concept.
- Will work independently on application tasks linked to something recently taught.
- Will participate in consolidation sessions in order to secure understanding and skill application.

- Repeat previous learning in a different context using different ways of recording.

Children will move around different groups in different subject areas dependent on strengths and prior knowledge.

### **Effective group management**

- Teacher and support staff should be working with a focused group and not flitting around the learning area.
- 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, not all children should listen to each group's instructions. Instead they could be exploring vocabulary, discussing a question or looking at reading materials.
- Teaching staff should address children who have misconceptions in other groups 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 grow and succeed.

Children will be accessing the same learning intention from the National Curriculum statutory document. In EYFS, intentions from the Development Matters Framework will be delivered and adapted to suit the needs of the cohort through the implementation of resources and guidance by adults.

### **Ability groups**

We do not refer to children as higher, middle or bottom ability across the curriculum. We assess children across each subject so they may be at different levels across the curriculum. We use a holistic approach and assess the child's strengths and areas for development individually. Assessment for Learning is paramount in ensuring children receive the provision appropriate for them so that they make good rates of progress.

We cannot group children across all subjects based on their ability to write or speak. Within one subject, a child may be stronger in one aspect of the subject than the other e.g. a child may be stronger in fieldwork than identifying physical features in geography lessons. Therefore, there is no 'label' that will fit.

### **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, in order 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 any problems and 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.
- All staff are accountable for achieving the highest standards for child'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 procedures.
- The school stays in line with government legislation and new developments.
- Data is input for every child half termly to monitor and address progress, following this Pupil Progress meetings are used to discuss children in further detail.

### **Planning**

- 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 from the Development Matters, for the Early Years, should be applied in different and engaging contexts outside of their specific subject area.
- When planning, staff think about the small steps that children will need to take in order to succeed.
- When planning staff will look at any possible problems children may encounter and identify ways of supporting them, breaking down any barriers to learning.
- They will identify which resources will be needed and encourage children to be able to identify these and access them independently.
- Staff will look at which aspect of the learning will need high quality modelling and what vocabulary will need to be developed, alongside effective questioning.
- Staff plan time in lessons for children to respond to feedback, which is then acknowledged to move the learning forward and to clarify any misconceptions.

### **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.
- 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 therefore planning should cater for these.
- Children, at all developmental stages, will have the opportunity to practise skills, reinforce learning and undertake new learning by working in practical contexts.
- Observations recorded in Learning Journals are used to inform the planning of next steps as well as to celebrate achievements.
- Further links referenced in Early Years Policy.

### **Equal Opportunities**

The delivery and content of lessons should be sufficiently differentiated to ensure all children can access and achieve within the 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 children' ability and potential.

Additional support is provided for identified children so that all children can access and fulfil their potential. Support may be given to children with Special Educational Needs, to children who speak English as an Additional Language 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 Child Mobility**

As a school we work closely with children and their families who join and leave our school at various points in the year to engage parents as partners in their children's learning. We are committed to managing child mobility to maximise learning. Staff respond to the individual learning needs of children and they have high expectations of the children and themselves. There is a sense of pride within the school and a powerful ethos of care and a high level of reflectivity.

### **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.
- It should be clearly communicated what the expectation is in the lesson with regards to attitude, behaviour and amount of work completed.
- 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 successes of individuals and groups of children.

### **Effective Questions and Talk in the classroom**

Teachers use questioning as part of their teaching to:

- Maintain the flow of the learning within the lesson.
- Engage children with the learning.
- Assess what has been learned, and check that it is understood and applied.
- Test children' memory and comprehension.
- To initiate individual and collaborative thinking in response to new information and seek the views and opinions of children.
- Provide an opportunity for children to share their opinions/views, seeking responses from their peers.
- Encourage creative thought and imaginative or innovative thinking.
- Foster speculation, hypothesis and idea/opinion forming.
- Create a sense of shared learning.
- Challenge the level of thinking and possibly mark a change to a higher order of thinking.
- Model and scaffold higher order thinking using examples and building on the responses of children.

### **Effective Feedback (oral and written) which is used rather than simply given**

To be effective, feedback needs to be clear, purposeful, meaningful and compatible with children's prior knowledge, and to provide logical connections. Feedback is directed at the right level, it assists children to comprehend, engage, or develop effective strategies to process the information intended to be learnt. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.

#### **Feedback needs to:**

- Focus on what is being learnt and how children manage this.
- It should occur as the children are engaged with the learning.
- Make specific reference to the children's achievement and provide information on how and why the child has or has not met the learning criteria. ➤ Provide strategies to help the child to improve.
- Comments on children's work should act as guidance showing how they can improve.
  - Comments should make it clear how the child can improve.
- Teachers plan activities and work with feedback in mind – let the design assist the process, this enables children to respond appropriately to feedback.

#### **Outcomes and Progression**

- Teachers use baselines and assessment guidelines to assess children's work in relation to National Curriculum levels, including a recording format that provides assessment criteria for each subject.
- Teachers use assessment materials to make level judgements across all subjects including skills achieved.
- Accurate assessment information is used well by teachers to tailor lessons to the needs of children.
- Monitoring and evaluation of children's progress is consistent and rigorous.
- Children receive precise guidance about how to improve their work.
- Teachers share information and talk with children about learning intentions, outcomes and clarify expectations about progression and pace.

#### **Organisation**

Children should only be withdrawn from class for a specific agreed priority that cannot be met within high quality first wave teaching e.g. Individual Education Plan (IEP), Education, Health and Care plan (EHCP), linked intervention, Speech and Language programme targets.

- It is important that all staff are planned for and used effectively within lessons at all times to support, develop and enhance the learning.
- Additional adults can provide targeted interventions, extend and challenge learners, pre-teach concepts and vocabulary as well as consolidate any previous learning.
- Year group/phase timetables align curriculum sessions well to support a purposeful atmosphere reducing potential distractions.

#### **Creating an Effective Learning Environment**

- All areas of the school should be welcoming and family friendly to enable children and Parents/Carers to feel welcome in our school.
- Effective use of space, accessible, labelled resources, outdoor areas used throughout the year.
- Effective use of time where children and adults are expected to be punctual and to view time as a precious and limited resource that should not be wasted.
- Resources should be well equipped with up to date and working technology.



- Displays should be lively, stimulating and exciting.
- It should reflect a range of learning and celebrate both the achievement and creativity of all children.
- Displays show key vocabulary which aids children' language development on the appropriately placed working wall.
- Classrooms and other learning areas should be calm and learning focused.
- Stimulating environment, both indoors and outdoors, sets the climate for effective 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**

Homework 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 as partners in their children's learning. Homework is differentiated to meet the needs of individual children. Homework should be understood by children and Parents/Carers and not be seen as an onerous task. Although homework is not compulsory it can be beneficial to children' learning.

Homework tasks that are set, serve to support and extend the learning that has happened in the classroom. Subject overview sheets are given to each child and their families which show the learning that will be undertaken and introduces the key vocabulary associated with this.

We ask that Parents/Carers support their children in learning by heart the multiplication tables and spellings that may be sent home. Other tasks that may often be set are open ended to encourage development of independent learning and to allow for individuality. We also have an expectation that Parents/Carers hear their children read on a regular basis.

### **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 the classroom.
- 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.
- Be invited to attend Inspire sessions in school with their child/ren where they participate in learning activities that they can replicate at home.
- Be invited to attend 'Book Look' workshops where they can spend time browsing their child/ren's recorded work with the children providing the dialogue to documented learning experiences.

Family Learning sessions 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 we offer a whole range of programmes as well as making links with other agencies and the wider community.

### **Monitoring and Evaluation**

In order to continue the pursuit of excellence, regular effective systems of monitoring and evaluation need to be 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.
- Tracking and monitoring of a class/group of children over a sustained period of time.
- Planning, work and feedback scrutiny.
- Stakeholder views.
- Pupil progress meetings.
- Data analysis.
- Monitoring of learning environments.
- Monitoring policy implementation, evaluation and review.
- Performance Management (Appraisal).
- External consultant reviews.

### **Monitoring and Review of Policy**

We are aware of the need to review the Teaching, Learning and Assessment Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Therefore this Policy along with others will be reviewed annually

### **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 document.
- Maths Policy / Calculation Policy /Intent document.
- Curriculum Policy / Intent document.
- All Foundation Subject Policies.
- All curriculum area Intent and Implementation documents.

<b>Date to be implemented</b>	September 2023
<b>Date to be reviewed</b>	July 2024