



LEARNING, TEACHING & ASSESSMENT POLICY

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LEARNING, TEACHING AND ASSESSMENT POLICY

Learning is an active process where children combine new information to their existing knowledge to create a new understanding. Learning is done *by* people, not *to* people, for understanding is the product of doing rather than receiving. Teaching can help learning by presenting experiences in a clear and structured way that inspires and engages the learner.

We use the Ofsted framework as the basis of our evaluation of the quality of learning & teaching. We aim for teaching to be outstanding.

KEY AREA	OFSTED CRITERIA	WHAT YOU WILL SEE AT MANORFIELDS ...
PROGRESS	Almost all pupils are making substantial, sustained and/or rapid progress.	<ul style="list-style-type: none"> • Learning journals at FS and books at KS1 & KS2 used to evidence progress over time. • Evidence of children responding to marking and making improvements to their work. • Children making progress relative to their starting points through provision of differentiated tasks, activities, questions and resources. • Interventions are targeted to narrow gaps in learning. Clear, SMART IPM targets ensure all children with SEND make expected progress. • Progress is tracked termly through rigorous Pupil Progress Meetings – half termly by SLT supported by INCo/subject/phase leaders. • Cohort Analysis Reports are used to track progress in-year and from phase baselines, including for vulnerable groups, and actions planned termly.
EXPECTATIONS	Teachers have consistently high expectations of all pupils.	<ul style="list-style-type: none"> • High expectations are modelled through adult behaviour and attitude. • All children are expected to show good or outstanding achievement through a rigorous cycle of assessment, target setting and planning. SEE APPENDIX 1(annual assessment timetable) • There is an equally high expectation of achievement for all pupils in all areas of the curriculum – a ‘no excuses’ culture. • Children know their targets and the steps they need to exceed the target, in the context of age-related expectation. • Lessons are pitched to challenge and extend all children. • Learning environment is highly organised and conducive to the establishment of effective routines and procedures.
SUBJECT KNOWLEDGE USE OF ASSESSMENT TO INFORM PLANNING	Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils’ prior skills, knowledge and understanding.	<ul style="list-style-type: none"> • Clear links are made between topics and subject-based content. • Technical vocabulary is displayed, taught and used. • Teachers are supported to develop their subject knowledge through team teaching, peer observation, subject leader expertise and professional development. • HFL/Ages & Stages assessments inform planned activities and tasks are reshaped accordingly for different groups of learners. • Differentiation is used responsively to precisely target needs during the session. • Working walls are used effectively as part of planning the learning journey. • Children are involved in the planning process to identify their own next steps. • Guided group teaching is planned effectively to meet needs of individuals, challenging and extending learning. • Interventions are targeted to narrow gaps in learning.
PLANNED STRATEGIES MATCH PUPILS’ NEEDS	They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.	<ul style="list-style-type: none"> • Wide range of strategies and resources used for questioning & checking understanding. • Questions are planned to challenge all children and develop higher order thinking. • High quality demonstration and modelling of key concepts by both teaching staff and pupils. • Strong emphasis is placed on providing opportunities for talking as part of the learning process. • Wide range of resources and concrete apparatus available so that children can select which best support their learning. • New technologies are used in innovative ways which precisely support learning. • Flexible groupings and classroom organisation are used astutely to meet needs of all learners. • Outside learning opportunities are maximised.
APPLICATION OF SKILLS	Teachers embed reading, writing, communication and mathematics highly effectively across the curriculum. Time is used very well and every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects.	<ul style="list-style-type: none"> • Cross curricular links and enrichment events are maximised to support the contextualised application of skills in literacy and numeracy. • Misconceptions in age-related, core skills are always addressed – e.g. key words, fundamental maths facts. • Basic skills in phonics, spelling, handwriting and mental calculation, are taught explicitly through discrete, timetabled sessions. • Talk partners and speaking frames are used effectively to develop communication skills. • A speech and language therapist is employed to provide early intervention for children with emerging speech and language difficulties.

ASSESSMENT FOR LEARNING WITHIN LESSONS	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.	<ul style="list-style-type: none"> • An ethos where there is no fear of failure; children are encouraged to take risks and see mistakes as opportunities for learning. • Children know their starting points and can talk about the learning journey ahead. • Success criteria agreed every session, where appropriate, and are referred to throughout. • Targets are effectively communicated and there is evidence that children apply them to their learning. • Differentiated, carefully planned, range of questions in all parts of lesson, encouraging higher order thinking. • Challenges that promote higher order thinking are displayed. • Other adults actively engage in checking understanding and giving feedback to the child & teacher. • Children independently use self-checking/marking strategies to look for and correct errors in their own work, using a variety of resources and methods. • Teachers change lessons, groupings and resources effectively and perceptively during the lesson, in response to children's understanding. • Working walls used interactively by children to support the learning journey. • Teachers model the next steps, including how to apply them, and give frequent opportunities for children to explore and meet them. • Rewards/certificates/stickers used to celebrate improvement and achievements.
FEEDBACK AND MARKING	Marking and incisive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.	<ul style="list-style-type: none"> • Consistent marking codes and highlighting system. • Marking is undertaken in dialogue with the child, where possible. • Oral feedback is recorded where possible. • Work marked according to learning objective and success criteria. Exemplars used to model expectation and support independent learning/corrections. • Next steps are identified. • Evidence that children are regularly given time to respond to next steps. • Children are given opportunities to self assess and to peer assess. • Teachers share evidence of pupil responses & impact of next-step marking at termly Pupil Progress Meetings. • Termly teacher assessments are corroborated through a programme of internal and external moderation and standardisation.
ENGAGEMENT, ENTHUSIASM AND COMMITMENT	Teachers and other adults generate high levels of enthusiasm for, participation in and commitment to learning. Appropriate and regular homework contributes very well to pupils' learning.	<ul style="list-style-type: none"> • Meaningful contexts for learning inspire children and are relevant to their personal experience. • Themed events; off-site visits; visiting specialists etc. are planned into topics. • All staff genuinely model enjoyment, engagement and commitment. • The learning environment encourages interactive participation in learning. • There is an expectation that all learners, and groups of learners, should be active in their learning – passivity is not tolerated. • Opportunities are provided for role play, outside learning and child initiated learning from EYFS to Year 6. • Resources effectively support the real life context for the learning, sparking interest and enthusiasm in the children. • Reward systems are focused on learning achievements, behaviours and attitudes. • Adult support has a clear relationship to Wave 1 provision in class and age-related expectations. • Supporting adults can articulate the intended outcomes of the lesson. • Supporting adults are fully engaged in modelling activities; scaffolding learning; making observations; scribing; consistently modelling and reinforcing behaviour expectations; discreet support of vulnerable learners. • Teachers receive feedback from other adults regarding progress that has been made. • Supporting adults are given opportunities for professional development, in line with school development priorities. • The school regularly provides opportunities for parents to be actively involved in their child's learning e.g. information booklets, workshops, open/coffee morning etc. • Engaging learning activities are set, followed up in class and feedback is received from parents. • Reading daily is a whole school expectation.
INDEPENDENCE	Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities.	<ul style="list-style-type: none"> • Children are given regular, planned opportunities to work independently, in pairs, or groups, without adult support, encouraging the development of leadership skills and team work. • Independent learning behaviours are modelled effectively by teachers. • Learning environment enables children to access appropriate resources to attempt challenging tasks and investigative work without fear of failure. • Children are encouraged to use a variety of strategies and resources to overcome difficulties they encounter independently. • High expectations for self-help skills in EYFS and beyond. • Carefully planned transitions ensure children are independent as early as possible.

Appendix 1 Assessment and reporting timetable 2015/6

	Autumn Term		Spring Term		Summer Term
2/9				11/4	
7/9	Informal assessments	4/1	Lesson observations - Formal	18/4	Open morning
14/9	Informal LO	11/1	PM reviews	25/4	
21/9	Performance Management PM	18/1		2/5	(Bank holiday)
28/9		25/1		9/5	Y6 SATs PPMs
5/10	Lesson observations - Formal	1/2	Assessment week	16/5	
12/10	Pupil Progress Meetings PPM's	3/2		23/5	Assessment week
19/10	Parent teacher consultations				
		22/2	PPMs	6/6	Moderation of TA
2/11		29/2	JARV	13/6	Y1 phonics Lesson observations EYFS data submitted
9/11		7/3		20/6	KS1/2 TA data submitted (24/6)
16/11	Assessment week	14/3	Informal LO	27/6	PPMs
23/11		21/3	Annual report to parent	4/7	Parent consultations
30/11	PPMs			11/7	Transition meetings TA PM review
7/12				18/7	CT PM Reviews
14/12					

PPM's Pupil Progress Meetings LO Lesson observations Ct class teacher TA teaching assistant
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Principles of Assessment for learning

Effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- helping pupils know and recognise the criteria for success
- providing feedback and marking that helps pupils to identify how to improve
- pupils learning self-assessment techniques to discover areas they need to improve
- the use of effective questioning to assess progress
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Formative and Summative Assessments

- Assessment for learning is formative assessment
- Assessment of learning is summative assessment and involves judging pupils' performance against national standards (level descriptions).

Key characteristics of assessment for learning

1. Sharing Learning Goals/Intentions
2. Clear success criteria-written or verbal
3. Using consistent feedback and marking strategies-(Marking Scheme App A)
4. Pupil self-assessment and peer assessment
5. Using effective questioning
6. Target setting

1.Sharing learning goals/intentions

Pupils will be taught to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve pupils fully in understanding learning outcomes teachers may;

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with pupils-verbally or written
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

2. Clear success criteria-written or verbal

Success criteria may be evident in;

- planning
- written form in a pupils book-copied or stuck in
- visual form on a teachers whiteboard/working wall
- a verbal explanation to a class/group/individual

Success criteria will link directly to the learning goal or intention-it is separate from the lesson content or activity, it relates more to the skills, concepts, knowledge of an activity.

3. Feedback and Marking (see marking policy)

Pupils benefit from opportunities for formal feedback through group and plenary sessions.

Giving feedback involves;

- oral-making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.
- Self marking- pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher
- Peer assessment-Focusing on the learning intention of the task.

Feedback enables pupils to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be. Pupils make achievements by building on previous performance.

Characteristics of effective feedback

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions if repeating an explanation leads to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important- oral feedback is as effective as written feedback.
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Teachers and support staff will mark according to the school Marking Policy

4 Self assessment and evaluation

Opportunities for self-assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

Peer assessment

Peer assessment will be used when relevant. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Self-assessment is an important tool for teachers.

5 Using effective questioning

Teachers may;

- use questions to find out what pupils know, understand and can do (**knowledge**)
- analyse pupils' responses and their questions in order to find out what they know, understand and can do (**comprehension and application**)
- use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively and extend deeper level learning (**analysis synthesis evaluation**)
- use pupils' questions to assess understanding.

Consideration of how a question is phrased will be based on

- the age of pupil/cohort
- the thought processes pupils need to go through
- the language demands made on pupils
- the extent to which pupils reveal their understanding
- the number of questions needed to make an assessment of pupils' current understanding.

6.Target Setting, recording and planning

Teachers and pupils may set targets relating to specific goals. Pupil progress in Literacy and Numeracy will be tracked by teachers and pupils through use of HFL overview grids, which will be updated at least termly, and used to set 'next step' targets. 1 sheet completed per ability group (5 sheets in total). Pupils will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.

Pupils will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Pupils may look at examples of other pupils' work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets.

Looking at different responses may be used to help pupils understand the different approaches they could have taken to a task. It is often helpful if the work is from pupils they do not know.