



# Crowle Primary Academy

## Learning and Teaching (including Assessment) Policy



At Crowle Primary Academy we take a highly structured and responsive approach to each child's learning, in order that all are able to progress, achieve and participate. Our aim is to strengthen the link between learning and teaching by engaging pupils, and their parents and family, as partners in learning. We pay close attention to learners' knowledge, skills, understanding and attitudes. Learning is connected to what they already know (including from outside the classroom).

Our teaching aims to enthuse all our children and engage their interest in learning: it identifies, explores and corrects misconceptions. Children are resilient, active and curious: they create their own hypotheses, ask their own questions, coach one another, set goals for themselves, monitor their progress and experiment with ideas for taking risks, knowing that mistakes and being 'in the learning pit' are part of learning. Learning is sufficiently varied and challenging to maintain their engagement. This engagement allows children of all abilities to succeed, and it avoids the disaffection and attention-seeking that gives rise to problems with behaviour.

Assessment is the key to good learning and teaching. Assessment at Crowle Primary Academy is both formative and summative and supports learning: children monitor their own progress and, with their teachers, identify their next steps. Techniques such as open questioning, sharing learning objectives and success criteria, and focused feedback have a powerful effect on the extent to which our children are enabled to take an active role in their learning. Sufficient time is always given for children's reflection. Whether individually, in pairs or as a group, they review what they have learnt and how they have learnt it. The children's evaluations contribute to their understanding. They know their levels of achievement and make progress towards their goals.

### AIMS

- to ensure the highest standards of teaching across the academy, to enable children to learn most effectively
- to establish across the academy an agreed range of 'good practices' in respect of learning and teaching
- to ensure consistency across the academy and age / ability appropriate progression
- to share good practice and enable the academy to identify aspects of classroom practice and provision which will benefit from further development and support
- to provide agreed focus and criteria for monitoring the teaching and classroom practice
- provide new staff and existing staff with a clear indication of the academy's expectations
- to ensure that whatever is taught takes into account the effect on the wellbeing and the promotion of social and emotional skills

### PROGRESSION AND CONTINUITY

Planning at key stage and whole-school level ensures continuity and progression within the subject and avoids unnecessary duplication or omission. Details of the curriculum content and progression in a subject can be found on the long term plans, these are all on the academy website at [www.crowleprimaryschool.com](http://www.crowleprimaryschool.com). Within the curriculum learning activities are in sequence to ensure continuity and progression.

Progression includes the graduation from using everyday language to the increasingly precise use of technical vocabulary, notation and symbols, the development from personal knowledge to understanding a wide range of knowledge, the advancement from participating in practical activities to building increasingly abstract models of real situations and the improvement from unstructured exploration to more systematic investigations.



# Crowle Primary Academy

## Learning and Teaching (including Assessment) Policy



### TEACHING STYLES

Children at Crowle Primary Academy will have the opportunity to work in a variety of groupings, possibly individual, ability groups, peer groups, gender groups, mixed age groups, mixed ability groups, and whole class. The selection of how to group is based upon 'fitness for purpose'.

Children learn in a variety of ways, and many children have a preferred learning style. Our teachers take this into account when planning learning and teaching.

The teaching style and learning of a subject are inextricably linked, we as a school, believe there are no right or wrong teaching styles but the children should experience a variety and balance of teaching styles. The selection of a teaching style is based upon 'fitness for purpose' and are carried out in the context of whole class teaching, small group and individual learning. A list of teaching styles is included below together with suggested purposes;

- exposition - to introduce a concept
- teacher / child discussion - to further individual's understanding
- child / child discussion - to further understanding and foster the development of independent thinkers
- practical activity - hands on experience and experimentation to enable the children to find out themselves
- consolidation and practice of the skill / concept which has been introduced
- investigation - open ended problems which require children to use and apply theory knowledge and understanding. To explore and experience the subject in real life situations
- problem solving - to consolidate a concept or skill. To provide opportunities to apply their knowledge to other ideas and situations. To develop their thinking

Staff have a well developed repertoire of key teaching strategies which they use to good effect to take account of different contexts for learning, different learning styles and different learning needs. These include:

- learning first hand through visits and visitors linked to a particular topic or unit of work
- emphasis on investigation and experimentation
- bringing in artefacts and examples from outside of the academy
- topic days/weeks
- using real life examples for problem solving
- explaining the purpose and reason for learning
- role play and improvisation to stimulate discussion and empathise with individuals and circumstances
- visual and expressive arts to represent events in different ways
- use of ICT
- using different mediums for representing learning and valuing these

### EFFECTIVE LEARNING AND TEACHING

Within the academy:

- all staff, parents/carers/ governors and children have a shared understanding of the academy's vision, values and ethos
- the importance of personal, social and emotional aspects of learning are clearly recognised and explicitly developed through time tabled circle time, PSHCE lessons, assemblies and special events such as anti-bullying week, multi-cultural days etc



## Crowle Primary Academy

# Learning and Teaching (including Assessment) Policy



- ICT resources are used to enhance teaching in all subject areas, and encourage ICT usage whenever appropriate and applicable
- we understand that many of our children learn best whilst in the outdoor environment, and again plan for this whenever appropriate and applicable
- classroom relationships, rules, routines and whole- academy ethos promote positive behaviour for learning. These expectations are clearly defined in our Behaviour Policy. Teachers should teach children how they want them to stop and listen. Teachers must be consistent and continually remind children of their expectations
- the learning environment is arranged and organised effectively to promote learning and children's attainment. Teachers have a responsibility to ensure the classroom environment is tidy and stimulating for their learners. This includes high quality working walls and 2D, 3D and interactive displays. Displays are used both as a stimulus and to celebrate children's work. Children should be trained in classroom routines relating to tidiness and orderliness, and to get and replace resources.
- the learning environment is also effectively developed through the use of extra-curricular opportunities including:
  - real life scenarios
  - those that enrich the curriculum
  - those that reflect the children's interests
  - those that engage children in a range of healthy activities that will encourage a healthy lifestyle for the future
  - an emphasis on excellence and enjoyment
- wherever possible and appropriate, educational visits are included in a topic, making use of locations accessible to the academy. People with an expertise or interest in a particular topic can be invited into the academy to work with the children. Such visitors might include parents and other family members, local workers or representatives of companies
- parents, carers, pupils, governors and the wider community are actively encouraged to be involved in promoting effective conditions for learning both in and out of the academy. This includes:
  - setting and marking high quality homework
  - parents' evenings with information about targets, attainment and social, emotional wellbeing
  - every class has an inspire afternoon once a term, where a family member is invited to join in with some learning
  - family learning sessions/workshops/information evenings delivered by both staff and outside agencies

### Teachers will:

- be a positive role model and uphold the professional standards
- have confident knowledge and understanding of the subject matter to be taught
- work collaboratively and share expertise
- ensure they have a clear learning objective and outcome and the planning facilitates this. The learning objective, intentions and success criteria of the lesson must be clearly shared with the children plan carefully for all children and in response to children's diverse learning needs and overcoming any potential barriers to learning and assessment without putting a ceiling on learning
- be committed to every learner's success, making them feel included, valued and secure
- plan activities which help children to explore, develop and practice new learning



## Crowle Primary Academy

### Learning and Teaching (including Assessment) Policy

- deliver purposeful lessons linking them to real-life situations and problems by bringing the subject alive and making it relevant to learners' wider goals and concerns
- build on links with other subjects
- provide and prepare quality resources to enable learning
- include a variety of questions, including open-ended and provide challenge in learning
- check on what children already know and help them to learn more
- deliver lessons with pace and challenge, giving time prompts and expectations
- expect all learners to work hard and do their best, raising their aspirations and the effort they put into learning
- be clear with the expectation of the quality and amount of work achieved during a lesson, and ensure that all children complete the set work, even if that means finishing during break times
- use plenary and mini-plenary at appropriate times during the lesson to ensure quality learning and assess outcomes
- assess the children's learning every day and use this to help them move on to the next stage (see Feedback Policy)
- make sure that in their lessons they use different methods to help the children learn
- work closely with other adults to help the children with their learning
- make lessons focussed, interesting, exciting and enjoyable, making creative use of the range of learning opportunities available, within and beyond the classroom, including ICT where appropriate
- celebrate the achievement of all children i.e. through praise and encouragement, displays, academy assemblies, stickers, certificates, informing other staff and parents of achievements

#### Children will:

- stay on task and be ready to answer
- follow agreed academy and classroom rules, rewards and sanctions
- read and reply to teacher's comments
- take responsibility for their own work and help others if needed
- make sure they achieve good 'sitting', 'listening' and 'looking'
- feel comfortable and confident in asking for help
- participate in paired talk and actively contribute to group activities
- reflect on their and others work to aid their and others learning
- ensure presentation of work is of the gold standard in line with the academy and classroom expectations
- complete homework on time and to a high quality
- demonstrate the 'Learnabilities'

#### EFFECTIVE PLANNING

- creativity is at the forefront of our planning to ensure that children achieve excellence and enjoyment. Cross curricular links ensure the children have the opportunity to embed, apply and deepen their learning
- the long term curriculum plan show curriculum coverage, progression and the range of learning experiences for each year group. The long term plan is used to identify and make effective links between English and mathematics and the rest of the curriculum
- planning is based on whole academy approaches and shared principles



# Crowle Primary Academy

## Learning and Teaching (including Assessment) Policy



- medium and short term plans, across the curriculum give attention to the development of key aspects of children's learning (managing feelings, self-awareness, empathy, social skills, motivation, communication, creative thinking, enquiry, information processing, problem solving, reasoning, and evaluation)
- assessment of learning and assessment for learning is taken into account when planning
- high quality planning resources are used to support teachers and reduce workload, and teachers continually share new resources found, including websites, on a regular basis
- teaching assistants know what will be covered and their role through close discussion with teachers and sharing of long, medium and short term planning
- children and parents know what is to be covered through updates on the academy's website
- a uniform planning format is used for long and medium term; teachers notate short term planning in the best way for them
- planning must be available for other staff to see as requested

### LAYOUT AND PRESENTATION OF LEARNING

Each phase/ year group/ class establishes a set of gold standards which are the minimum expectation for presentation of learning. These are reviewed termly, shared with the children and displayed in the classrooms. Where necessary and according to individual needs children may be given a set of individual gold standards to work towards.

The expectations for presentation in each area of learning is displayed at the front of each child's book.

### IMPROVING THE QUALITY OF LEARNING AND TEACHING

In order to provide a clear picture of the quality and consistency of practice across the academy, we monitor and evaluate the effectiveness of the quality of learning and teaching. It is essential the Governors are informed about the effectiveness of teaching and the impact on learning. All subject leaders and the SLT complete monitoring. This enables us to offer a focussed programme for improving the quality of learning and teaching.

We do this by;

- carrying out monitoring through
- classroom observations and drop ins
- moderation, benchmarking and monitoring of children's learning
- discussions with children
- monitoring and evaluating other evidence, including displays
- analysing data of children's attainment
- giving feedback from any monitoring and evaluation and clear steps to make developments
- providing support for teachers to meet their appraisal objectives through personalised CPD, high quality resources and advice and support from colleagues
- providing professional development opportunities through in-house training and external provision
- ensuring that necessary resources are readily available to support subjects/topics/units, classroom management, independent learning, preparation and planning and the assessment process
- protecting the work-life balance for staff
- ensuring PPA takes place by carefully considering plans in place to enable best value and quality and ensuring reliability



# Crowle Primary Academy

## Learning and Teaching (including Assessment) Policy



- ensuring that there are a minimum number of interruptions to classes during the academy day by;
  - agreed less disruptive methods of passing on information
  - agreed ground rules for when it is/is not reasonable to interrupt
- providing an exciting and stimulating curriculum by:
  - having established a considered approach to the curriculum which makes teaching interesting and fulfilling
  - developing the curriculum in consultation with staff to consider what is best for this particular context
- having established ways of sharing expertise between staff and cutting down on overlap
- requesting only necessary planning:
  - having agreed approaches to sharing planning enabling those needing access to it, to see it without duplication
  - having advice from subject leaders available to support planning
- ensuring that additional adult support is available when necessary through effective deployment of TA's and the use of volunteers

### ASSESSMENT

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 charted 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. Assessment provides a snapshot of pupil's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and further develop the learning of the children.

We aim to;

- establish an agreed, coherent and consistent framework within which the school can continue the systematic development of formative and summative assessment
- encourage positive achievement and personalised learning for children
- ensure all teachers are assessing and monitoring work on a regular basis and using the findings to guide future planning, teaching and curriculum development
- ensure all teachers feel confident in the accuracy and process of setting targets for continued progress
- stimulate dialogue between stakeholders, in particular staff, children, parents and governors and inform parents and wider community of pupil achievement
- be able to track pupil achievements, benchmarked against prior data and then act upon findings
- improve standards of attainment for all pupils
- enable the active involvement of children in their own learning by providing effective feedback
- promote children's self-esteem through a shared understanding of the learning processes and the routes to improvement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

### Why do we assess?

- to define each child's current attainment; what the child knows, understands and can apply
- to understand children's strengths and areas of development





# Crowle Primary Academy

## Learning and Teaching (including Assessment) Policy



- to ensure early identification of children with specific needs
- to inform future planning and target setting and ensure continuity and progression in our children's learning
- to communicate accurate information about the child that is useful to teachers, pupils, parents and other educational agencies

### Types of assessment

In Crowle Primary Academy we use a variety of assessment for different needs;

**Formative** – this is the ongoing assessment carried out by teachers both formally and informally during a unit of learning. The results of the formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment, ensuring each child has a personalised learning curriculum to enable them to reach their full potential. Results and observations are kept in teachers' record books and in the children's books.

**Summative** – These occur at defined periods of the academic year (see assessment timetable).

Summative assessments help teachers in making end of term and end of year judgements in each subject area.

Assessment of Learning will:

- provide a summary judgement about what has been learned at a specific point in time
- establish national benchmarks about what children can do and about the academy's performance
- inform the target setting process
- promote subsequent intervention

Assessment for Learning will:

- provide insights into children's learning for both children and teachers
- promote success for all
- support the target setting process
- enable continuous reflection on what children know now and what they need to know next
- promote immediate intervention and link judgements to targets
- raise standards

### Assessment in the Academy

Assessment in the academy takes place through the following mechanisms;

- Baseline Assessment for Foundation Stage children recorded on the academy's assessment system
- National standardised assessment tests for Year 2 and Year 6
- Diagnostic tests for identified children
- End of term and end of year summative assessments in year 1,3,4 and 5
- Ongoing daily assessment within all lessons based on expected learning outcomes
- Ongoing assessment using our assessment criteria from our curriculum. We use statements in individual children's books, this enables us to inform planning, teachers to adapt the curriculum to meet the needs of the class / individuals more closely
- Scrutiny of children's work which helps teachers form a judgement on a termly basis of the attainment a child is working at in the subject areas. This level will be recorded on the academy's assessment system, and reports will be analysed to inform gaps and plan for future learning needs

### Target Setting



# Crowle Primary Academy

## Learning and Teaching (including Assessment) Policy



At the beginning of each academic year, a review of each child takes place, looking at the assessment data, achievements of the child and FFT data. Targets are set for each child in reading, writing, maths and Combined attainment for the end of the academic year. These targets are aspirational and provide challenge for each child.

Children are tracked against these targets throughout the year. These are reviewed each term in a Data Meeting to ascertain if the children are achieving their targets. Support and intervention strategies are planned as a result of these meetings to ensure each child is able to achieve their full potential.

### Records and Record keeping

Record keeping is essential and a pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents.

Each teacher is responsible for maintaining the following;

- teacher's mark books and assessment of learning
- annotating planning
- feedback on children's learning
- assessment tracking grids for all subjects termly
- completing information for data meetings
- updating the child profiles
- writing yearly reports for each child in their class
- updating the assessment recording system
- ensuring child's record are up to date so that when a child moves to a new school the relevant records can be sent within 15 days

### Child Profiles

Each child has a child profile, which is an individual booklet of the child's attainment at our academy. The booklet begins in Nursery through to Year 6. There is a record of the class teacher, information from parent consultations, targets and comments on a child's progress. The child profiles are kept securely in box files and should be signed out when required.

### Standardisation and School Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for attainment and that work is of a standardised quality in the following ways;

- with colleagues in the academy
- with colleagues from schools within the trust
- with colleagues from other schools outside the trust
- by attending LA sessions to ensure judgements are in line with other schools
- by using exemplification materials

### REPORTING TO PARENTS

Reports promote and provide good home / school relationships, information for parents, an opportunity for discussion with parents and targets for the children.

A written report for each child is sent to parents once each year. The reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of age related expectations. English and Maths





## Crowle Primary Academy **Learning and Teaching (including Assessment) Policy**



targets are set and teacher assessments are also reported. Attendance sheets are included in the report.

Year 1 parents receive the result of the Phonics test, Year 2 and Year 6 parents receive their National Curriculum assessments at the end of the academic year.

Parents are invited to attend formal parent consultations twice a year in the autumn and summer terms. Parents are given the opportunity to discuss the contents of the report in the spring term, they can do this by booking an appointment to see the class teacher if necessary. Parent consultations are based on an appointment system and each appointment lasts for 10 minutes. Work is available to be viewed by parents at all consultations. The child profile documents are used as a basis for discussion at parent consultations, and outcomes are recorded in this document. Should the need arise, parents are welcome to discuss the progress of their child with the class teacher or Headteacher at other times.

### **REVIEW**

We aim to regularly evaluate this policy and review it as stated except where Government changes necessitate an earlier review or where a request has come from the Governors, Staff or Headteacher.

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