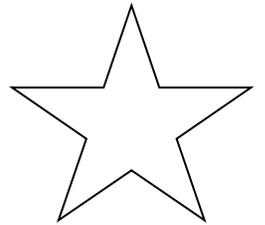
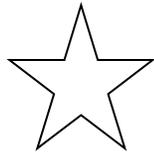
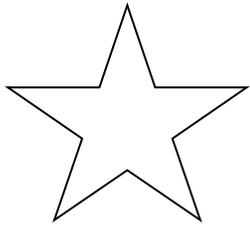




PEARTREE SPRING
PRIMARY SCHOOL

Teaching, Learning and Assessment Policy



School Improvement Committee
responsible for review annually

Peartree Spring Primary School Teaching, Learning and Assessment Policy.

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1. Aims

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in their future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

The purpose of this policy is to:-

-  Ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
-  Embed an agreed range of good or better practice across the school
-  Ensure consistency throughout the school
-  Provide new staff with a clear vision of the school's expectations
-  Provide agreed focus for monitoring learning and classroom practice

2. Teaching

We will ensure that:-

-  Staff have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject leaders
-  Staff plan appropriately for all groups of children and access high quality resources
-  Every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson
-  All lessons demonstrate key elements of good AfL practice
-  Activities are differentiated to ensure that children explore, develop and practice new skills/ concepts. This is demonstrated through children learning without limits: Learning to choose the appropriate challenge level (warm, hot and boiling in key stage one and sizzling, hot and scorching in key stage 2)
-  Staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners
-  Staff provide appropriate resources which support learning outcomes and provide challenge for the more able through setting red hot challenges
-  Timed targets are set within lessons to ensure pace is maintained
-  Staff have high expectations of presentation, quality and quantity of work
-  Staff assess children regularly and gather evidence for Pupil Outcome meetings
-  Teaching Assistants fully involved in lessons and directed by teachers
-  Staff follow the marking policy
-  Staff foster children's independence
-  All lessons to have a plenary when the learning during the lesson can be reviewed and assessed against the Success Criteria.

3. The Learning Environment

-  The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of the school
-  To ensure learning environments are stimulating, interactive and purposeful for learning

Displays

-  The purpose of displays should be to:
 1. Support learning with in the classroom
 2. Provide opportunities to extend and consolidate key skills
 3. Present children's high quality learning
-  Teaching staff are responsible for classroom displays and displays in shared areas of the school
-  Displays should be of a high standard and all children should have the opportunity to have their work displayed either in the classroom or shared areas around the school. Displays should be well maintained

We will ensure that each classroom has:-

-  Clearly labelled resources accessible for all children and staff
-  Class charters which are to be clearly displayed and referred to during lessons, where appropriate
-  Golden time sunshine charts, house point posters and star child charts which are clearly displayed and the school behaviour policy is followed
-  A procedure for emergency evacuation/staff responsible for first aid
-  Standardised room identification which indicates class name, name of teacher and TA.
-  A pupil provision and welfare file to record children's pastoral needs. This file will be transferred to the next class teacher at the end of the academic year. NB Any information which is confidential will continue to be kept in locked filing cabinets in admin area
-  An Assessment File containing ongoing assessment data. This file will also be transferred to the next class teacher at the end of the academic year
-  A Planning File containing the term's planning

4. The Curriculum

Aims:

The aims of the curriculum are to:

-  Promote high standards in reading, writing and mathematics
-  Allow children to develop a knowledge of themselves in time and space
-  Enable children to acquire knowledge and skills in science

-  Enable children to be confident in the use of ICT
-  Promote spiritual development
-  Promote physical and mental development and an awareness of the importance of a healthy lifestyle
-  Enable children to be aware of the importance of and participate in the arts and related cultural themes
-  Enable pupils to develop moral sensibility through carefully taught values
-  Develop the personal and social skills of each child
-  Provide equality of access and the opportunity for all pupils to make progress
-  Prepare pupils for the opportunities, responsibilities and experience of adult life

The curriculum is planned effectively, providing progression, fluency, depth and mastery of key skills across all subjects. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we will:

-  encourage the best possible progress and the highest attainment for all pupils
-  enable pupils to make connections across different areas of learning
-  help pupils to think creatively and solve problems
-  develop pupils' capacity to learn and work independently and collaboratively
-  enable pupils to respond positively to opportunities, challenge and responsibility
-  enable pupils to acquire and develop a broad range of knowledge, skills and understanding

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach.

Our Creative Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens.

Our curriculum aims to develop caring and responsible citizens who:

-  Are secure in their values and beliefs
-  Respect others
-  Recognise responsibilities as a global community
-  Have a sense of worth, purpose and personal identity
-  Are able to challenge justice
-  Make informed choices
-  Can handle conflict
-  Have enquiring minds
-  Can communicate well
-  Are able to learn independently and with others
-  Have essential learning skills in literacy, numeracy, science and ICT
-  Are creative and resourceful
-  Work co-operatively
-  Develop problem solving skills
-  Use and apply and transfer skills to differing situations
-  Are confident individuals who are able to live safe, healthy and fulfilling lives
-  Can relate to others and form good relationships

-  Know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere.

Children's' achievements are celebrated regularly in the school through displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others

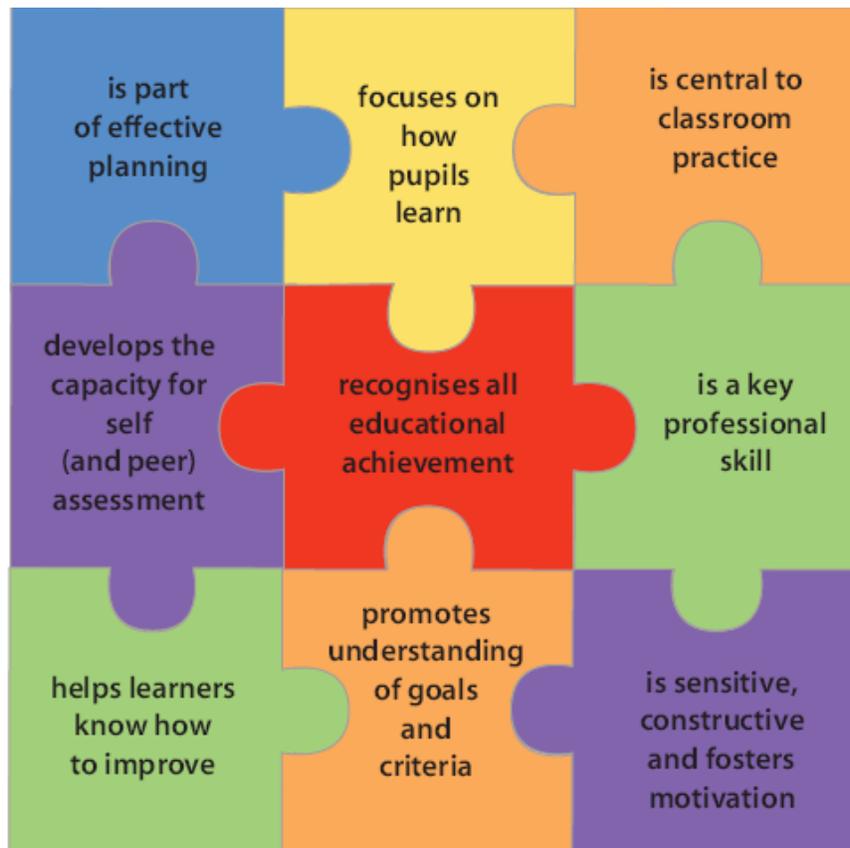
With the help of the whole school community Peartree Spring has developed a curriculum which we feel is relevant and exciting and addresses the aims above. It is a skills based curriculum which aims to draw curriculum links in a meaningful way and takes into account the new National Curriculum introduced in September 2014.

5. Assessment

All assessment should:

-  Enable individual pupils to make progress in their learning
-  Relate to shared learning objectives
-  Be underpinned by confidence that **every** child can improve
-  Help all pupils to demonstrate what they know, understand and are able to do
-  Include reliable judgements about how learners are performing, related, where
-  Appropriate, to national standards
-  Involve both teacher and pupils reviewing and reflecting upon assessment information
-  Provide feedback which leads to pupils recognising the 'next steps' in their learning and
-  How to work towards achieving these
-  Enable teachers to plan more effectively
-  Provide us with information to evaluate our work, and set appropriate targets at whole school,
-  Class and individual pupil levels
-  Enable parents to be involved in their child's progress

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as areas for development. Assessment for learning essentially promotes future learning, often expressed in 'next steps' and teacher's planning.



Assessment for learning will:

- 🌱 Provide insight into pupils' learning for both pupils and teachers
- 🌱 Promote success for all
- 🌱 Support the target-setting process
- 🌱 Enable continuous reflection on what pupils know now and what they need to know next
- 🌱 Measure what is valued
- 🌱 Promote immediate intervention and link judgements to learning intentions/questions or success steps
- 🌱 Raise standards by taking pupils to the 'edges of their capability'

All lessons will contain these elements of AFL:

At the planning stage:

- 🌱 Use assessments from the plenary of the last lesson assessment related to success criteria---- are children secure/ require reinforcement? Peer / self-assessment
- 🌱 Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- 🌱 Use information from marking -- responses from children to teacher's comments

During the lesson:

-  Spend time re-visiting feedback from the last piece of work marked
-  Recap on previous learning—What did you learn in our last lesson?
-  Share learning objectives for the lesson. What does this mean? What do you know already?
-  Introduce Success Criteria---children can generate their own-indicating what they need to do to achieve the learning objective (steps to success)
-  Model the activity
-  Use higher order probing questions to check, consolidate, extend and challenge the learning
-  Ensure activities are engaging and differentiated with a focus on deepening the skills being taught
-  Identify in the planning a guided group to work with for the duration of the main activity (teacher and TA)
-  Use mini plenaries for example to revisit learning objectives and Success Criteria to share a good example---have they achieved all elements of the learning objective?
-  Peer/ self-assess work against success criteria—make an improvement
-  Visual signs
-  Use of Talk Partners

Impact on learning and the learner:

The pupil will:

-  Know what to do to improve
-  Know what standards are required
-  Know what has been achieved against known success steps and what to do next
-  Gain confidence, motivation and self-esteem as a learner
-  Improve their own self-evaluation skills
-  Make progress
-  Increase their awareness and understanding of their own learning style(s) and of how they learn best
-  Improve their feedback, encouragement and critique skills

Teacher assessment evidence in support of AfL

This may include the use of:

-  Children's work done in class
-  Homework and information from parents
-  Observations of play/learning (including photographs)
-  Questioning and discussions (both child and adult led)
-  Speaking and listening activities
-  Specific assessment tasks, such as spelling tests, times tables tests, phonics assessments.

Marking forms a crucial role in every day assessment for attaining whether children have understood key skills being taught (See Marking Policy for further detail).

Assessment of Learning (SATS):

Assessment of learning is more associated with judgements based on scores or grades for statutory or summative purposes. We use some tests and external assessments, for example KS1 and KS2 SATs papers and the Early Years Foundation Stage Profile, as well as teacher assessment. These assessments give a snapshot of a child's attainment on a particular day, and are useful for benchmarking and comparative purposes.

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 school performance
- 🌱 Show what pupils can do without support
- 🌱 Inform the target setting process
- 🌱 Hold the school to public account
- 🌱 Promote subsequent intervention(s)

Implications for teaching

The teacher will:

- 🌱 Provide a periodic summary through teacher assessment and tests
- 🌱 Identify gaps in pupils' knowledge and understanding
- 🌱 Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- 🌱 Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- 🌱 Mark and measure against scores

Impact on learning and the learner

The pupil will:

- 🌱 Be able to measure own performance against externally agreed criteria and standards
- 🌱 Have a measure of performance at specific milestones in life
- 🌱 Know what standards and expectations are required

Both AfL and AoL are essential in raising standards and should be used in all classes within our school; therefore assessment for learning and assessment of learning are both embedded throughout the school. These two assessment types are complementary in many senses, and have an equally significant role to play when making teacher assessment judgements.

Measuring and Monitoring Pupils' Progress and Attainment:

At Peartree Spring Primary School we set end of year expectations and define these stages of development in learning as working towards age related expectations, entering, developing, securing and deepening age related expectations. By the end of each year we expect children to be securing their age related expectations. The table below demonstrates a picture of where we expect children to broadly be at the end

of each term. We then use this to analyse which children are on track to be at age related or above by the end of the year. We are aware that children make progress at different rates through-out the whole academic year and we take a whole year view.

Termly Age Related Expectations:

	Autumn	Spring	Summer
Year 1	Entering	Entering/Developing	Securing/Deepening
Year 2	Deepening year 1/ working towards year 2	Entering/Developing	Securing/Deepening
Year 3	Deepening year 2/ working towards 3	Entering/Developing	Securing/Deepening
Year 4	Deepening year 3/ working towards year 4	Entering/Developing	Securing/Deepening
Year 5	Deepening year 4/ working towards year 5	Entering/Developing	Securing/Deepening
Year 6	Deepening year 5/ working towards year 6	Entering/Developing	Securing/Deepening

Over the whole academic year we would expect all children to make 3 steps of progress or more. This is considered to be expected progress, with the exception of children with special educational needs. When children move through the stages of learning; through working towards, entering, developing, securing and deepening, the steps of progress are measured as one step. An additional step is gained from the securing to deepening stages as children require a higher level of cognitive demand in order to deepen and master key skills.

We value all types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason the class teacher meets with relevant members of the SMT once a term. The progress of individuals and specific groups of children are discussed in relation to assessment data that teachers has prepared. As a result of these meetings, target children are identified, children not making expected progress, and intervention groups are revised. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary by SMT and SLT.

Core Subjects:

Children throughout the school will be assessed in Reading and Writing using the Big Reading and Big Writing Scales. This will give an assessment of whether children are meeting the age related expectations or not for their year group and allow the tracking of the class. These will take place in September, December, April and July. A different assessment scale, developed by subject leaders in Maths and Science, is used to assess children at the same points of the school academic year.

Foundation Subject Assessment:

Teachers assess against the key skills being taught for each foundation subject, for each pupil. This includes History, Geography, Physical Education, Religious Education, Design Technology, Modern Foreign Languages, Physical, Social, Health, Citizenship, Music and Computing. Teacher's record on the foundation subject tracking system, whether children are entering, developing, securing or deepening. At the end of each term the percentage of children at age related, above or below expected standards is passed on to the subject leader, who then generates a whole school progress sheet to analyse the data. They also look at progress rates for their subjects and identify key areas of development.

6. Home School Partnership:

We consider adults teach best when there is a strong home school partnership. We ensure that:

-  regular home learning is issued in line with our home school agreement
-  Informal opportunities for parents to discuss their children
-  Curriculum evenings to inform parents of the ways that children learn
-  Regular open evening to discuss children's progress and behaviour
-  Weekly newsletters which inform parents about the curriculum and events in school
-  An active school association
-  A regularly updated website which shares weekly newsletters, key events, projects and initiatives

7. Monitoring

Monitoring will ensure staff:

-  Assess the effectiveness of teaching and learning
-  Develop curriculum coverage across subjects and year groups
-  Make improvements and introduce initiatives
-  Gain insight and expertise from colleagues
-  Raise staff confidence and competence
-  Inform stakeholders of developments and the school's effectiveness

Evidence of monitoring will consist of:

-  Lesson observations and planning
-  Learning walks
-  Children's learning in books
-  Pupil outcome meetings
-  Pupil and staff interview

The Headteacher and all member of the leadership team undertake these monitoring activities half termly. Please see monitoring timetable below:

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
<ul style="list-style-type: none"> • Classroom scrutiny • Book scrutiny • Pupil Outcome meetings • Update SEF • Create SIP and EYFS SIP • Staff Handbook Updates • Subject leader action plan targets • Support Staff pay increments 	<ul style="list-style-type: none"> • Lesson Observations • Teacher Appraisal -final review and new objectives • Planning - Reading/Assessment folders monitoring • Book scrutiny • Annual Safeguarding Report • Annual CLA Report • RAISE Interrogation • Pupil Provision Maps - reviews and new 	<ul style="list-style-type: none"> • Classroom scrutiny • Book scrutiny • SEND Report • Pupil Premium Report • Sport Premium Report • Pay Progression Rolling Report • Heads Report • Standards Visit HfL 	<ul style="list-style-type: none"> • Planning/ Reading/Assessment folders monitoring • Book scrutiny • Data Input • Review SIP and EYFS SIP 	<ul style="list-style-type: none"> • Lesson Observations • Classroom scrutiny • Book scrutiny • Pupil Outcome Meetings • Update SEF 	<ul style="list-style-type: none"> • Planning - Reading /Assessment folders monitoring • Book scrutiny • SEND Report • Pupil Premium Report • Sport Premium Report • Mid-point subject leader review • Review Pupil Provision Maps and set targets
MARCH	APRIL	MAY	JUNE	JULY	
<ul style="list-style-type: none"> • Classroom scrutiny • Book scrutiny • Teacher Appraisal mid-point review • Support staff 	<ul style="list-style-type: none"> • Lesson Observations • Planning/ Reading/Assessment folders monitoring • Book scrutiny 	<ul style="list-style-type: none"> • Classroom scrutiny • Book scrutiny 	<ul style="list-style-type: none"> • Planning/ Reading/Assessment folders monitoring • Book scrutiny • SIP impact review and EYFS SIP 	<ul style="list-style-type: none"> • Classroom scrutiny • Book scrutiny • Heads Report • Final Data input • Assessment 	

<p>mid-point review</p> <ul style="list-style-type: none"> • JARV prep HfL • Data input • Heads Report • Curriculum leader to review subject leaders actions 	<ul style="list-style-type: none"> • Pupil outcome meetings • Update SEF • Review SIP and EYFS SIP 			<p>moderation</p> <ul style="list-style-type: none"> • Support staff final review • Progress Review HfL • Subject Leadership impact reviews 	
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8. Subject Leadership

The work of a subject leader expands across the whole school and the effectiveness of development builds on existing practice. The purpose of this role is to improve the quality of the learning experience for all pupils within the subject and to raise and maintain high standards of progress for all pupils.

Subject leaders will monitor and evaluate the curriculum content and standards achieved in order to ensure the overall effectiveness of the quality of education provided within the subject. Subject leaders have a responsibility to ensure that the school's curriculum promotes and sustains a thirst for knowledge, embedding a love for learning amongst the pupils. Subjects taught within school must develop opportunities for academic achievement, excellence and have a positive impact on pupil's behaviour and safety as well as developing their physical well-being, their spiritual, moral, social and cultural development.

Subject Leaders will ensure they have a clear picture of their subject area and standards through:

-  Leading the development of their subject throughout school
-  Reviewing policies and schemes of work
-  Ensuring that planning and policies are put into practice i.e. review taught objectives through planning termly, monitoring samples of children's work termly or as deemed appropriate by the head teacher
-  Evaluating the effectiveness of teaching to enhance pupils' learning and improve standards of achievement i.e. observe and monitor teaching and learning annually or more frequently as decided appropriate by the head teacher.
-  Reporting back to staff on curriculum developments and standards within the subject
-  Analysing SATs, and other assessment results and feed this back into future development planning

Subject Leaders are required to provide the expertise needed to lead the development of their subject within school. This includes:

-  Keeping up to date with specialist knowledge/developments i.e. research/courses at a local and national level
-  Ensuring the needs of teaching the subject are represented by cascading information i.e. delivering/organising staff in-service to enhance the quality of teaching and learning throughout the subject
-  Ensuring the actions described in the school improvement plan or action plan are implemented
-  Updating curriculum policies and schemes of work.
-  Advising on assessment.
-  Making presentations to meetings of governors or parents.
-  Meeting with the head teacher at least annually as part of the Performance Management Cycle. This meeting will include review and looking forward to ensure the subject continues to make a significant impact on standards being achieved at the school.

A subject leader monitoring and feedback timetable can be seen below:

Standard	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. Set high expectations which inspire motivate and challenge pupils	Subject Review Lesson Observations Planning Scrutiny	Work Scrutiny Learning Walk Progress data analysis	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny	Work Scrutiny Learning Walk Progress data analysis	Lesson Observations Planning Scrutiny	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny
2. Promote good progress and outcomes by pupils	Subject Review Lesson Observations Planning Scrutiny	Work Scrutiny Progress data analysis	Teacher Self-Assessment Lesson Observations	Work Scrutiny Progress data analysis	Lesson Observations Planning Scrutiny	Teacher Self-Assessment Lesson Observations
3. Demonstrate good subject and curriculum leadership	Subject Review Lesson Observations Planning Scrutiny	Work Scrutiny	Teacher Self-Assessment Lesson Observations Planning Scrutiny	Work Scrutiny	Lesson Observations Planning Scrutiny	Teacher Self-Assessment Lesson Observations Planning Scrutiny
4. Plan and teach well-structured lessons	Subject Review Lesson Observations Planning Scrutiny	Learning Walk	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny	Learning Walk	Lesson Observations Planning Scrutiny	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny
5. Adapt teaching to respond to the strengths and needs of all pupils	Subject Review Lesson Observations Planning Scrutiny	Work Scrutiny Progress data analysis	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny	Work Scrutiny Progress data analysis	Lesson Observations Planning Scrutiny	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny
6. Make accurate and productive use of assessment	Subject Review Lesson Observations Planning Scrutiny	Work Scrutiny Progress data analysis	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny	Work Scrutiny Progress data analysis	Lesson Observations Planning Scrutiny	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny
7. Manage behaviour effectively to ensure a good and safe learning environment	Lesson Observations	Learning Walk	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny	Learning Walk	Lesson Observations	Teacher Self-Assessment Lesson Observations Pupil Voice Planning Scrutiny

9. Professional Development

At Peartree Spring we value the importance of professional development for all staff. We regularly provide ongoing and regular opportunities for staff to learn from each other in weekly staff development meetings and termly INSET days. These are often led by the leadership team and experts from outside agencies. Ongoing professional development keeps teachers up-to-date on new research, practices and initiatives, which are linked in with the school improvement targets, to help inform and improve their practice and therefore maintaining high standards through-out the school. All members of staff are also encouraged to seek a wide variety of training at different levels such as in school, local training (LEA) and national training.

10. Performance Management

Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement, therefore ensuring teaching is highly effective across the school and standards remain high. At Peartree Spring each teacher evaluates their own performance against the national teaching standards. These are then agreed with their performance management appraiser and annual performance management targets are set in line with the school improvement plan. Evidence from monitoring, listed in section 7, is uploaded to Standards Tracker to ensure targets have been met. Standards tracker is a tool used to monitor and evaluate the effectiveness of whole school teaching as well as monitoring the effectiveness of individual teachers. Targets are reviewed half way through the cycle and further advice and support is given to help all staff reach their targets. The performance management process is extremely collaborative and supportive and judgements about teacher's progression is always based on the evidence provided (see pay policy for further details).