



**ETON PARK JUNIOR;
A de Ferrers Trust Academy**

**Teaching, Learning and Assessment
Policy**

February 2017

To be reviewed at least annually

Review date: February 2018

AGREED AT GOVERNOR MEETING.....

SIGNED.....

DATE.....

CHAIR OF GOVERNORS

Policy for Teaching, Learning and Assessment

Introduction

Over the years we have trialled various strategies and used a range of research findings to inform our work in teaching and learning. This experience has led us to design a policy and practice that has the learners at the heart of our work. It is a record of our learning journey, based upon established practice and our own class based research. In addition, the team has extensive knowledge of the local community and the needs of the learners and parents.

Experiential knowledge is weaker for the majority of pupils and our work is planned to offer a range of activities that will broaden experience and motivate our learners. Much of the work is planned around good children's literature to help pupils broaden their reading repertoire.

The curriculum is designed to take account of the context of the school, therefore we have Basic Skills as the major focus for teaching and learning.

Basic Skills are defined as: 'The ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general.' The Basic Skills Agency.'

A majority of pupils are what we regard as, 'Fragile Learners' and much of our time could be spent on social care. Our primary responsibility, however, is education, this is the key to all opportunity and it is our business to ensure that no child is left behind.

Our response to the cycle: low aspirations and expectations leading to poor self-esteem and confidence, is to help pupils develop an understanding that they can succeed. Pupils are introduced to 'The Growth MindSet' that empowers learners through the realisation that intelligence is not fixed, everyone can learn and, importantly for our learners, mistakes are o.k. if we are to challenge ourselves. Easy success is not an indicator of learning.

(Clarke, S. 2008 Active Learning through Formative Assessment)

We aim to promote:

- ✓ A Learning Culture, where pupils have self- belief and know how to learn and teachers have high expectations and the belief that all pupils can succeed
- ✓ Pupils' involvement in the planning stage
- ✓ Pupils' knowing learning objectives and generating success criteria
- ✓ Discussion about what good and excellence look like

- ✓ Effective questioning, talk partners and classroom discussion
 - ✓ Effective self, peer and teacher feedback.
- (Black, P and William, D (1998) Inside the Black Box: Raising Standards through Classroom Assessment.)

It is essential that pupils leave Key Stage 2 with the knowledge and understanding that will help them to achieve success in the next stage of their school career. The Basic Skills of Literacy and Numeracy, therefore, form the focus of the curriculum that is designed within the context of the school so that it meets the needs of our learners.

The most fundamental component of teaching is imparting information to students, assessing and evaluating the students' understanding of this information, and then matching the next teaching act to the present understanding of the student.

(Hattie, J 2012 Visible Learning for Teachers)

Teaching, Learning and Assessment in a nutshell!

Medium Term planning:

The steps are quite logical and the same for all subjects:

Medium term planning begins with the last recorded National Curriculum end of year expectations.

The commercial assessment package: Target records what needs to be learned over the next half/term to ensure that good or better progress is made by all learners.

The learning **objectives clearly record differentiation and various starting points** and includes SFA planning in reading and writing.

Key Performance Indicators Objectives record next steps for moving learners on and maximising pupil progress (Improving Schools' Programme).

Short Term Planning:

The Key Objectives require detailed planning and assessment opportunity so that pupil progress is clearly evidenced.

The activities are selected carefully to broaden experience and motivate and challenge all learners. These will include engaging learners through direct experience with off site visits or outdoor learning and drama or quality texts. A range of visual cues, film clips from Story Shorts, Pixar and Espresso are essential in order to generate interest, aid discussion and help pupils develop an understanding of the contextual background for learning. Text alone will not do this. Pupils struggle with comprehension and writing

as they simply do not know enough to help them assimilate new learning. **This platform of prior learning is absolutely essential so that we might attempt to fill the experiential void that holds so many of our learners back. It takes longer but yields better quality in terms of pupil progress and productivity. Pupils want to be successful and we must give them the means to achieve the best that they possibly can.**

Differentiation must be specific to the needs of the individual learners so that all pupils make progress during the lesson. *Generic SEN/ other group approaches must not be used.*

The lesson is pacy, a quick rule of thumb being that teacher talk does not exceed pupil chronological age plus two minutes.

It is essential that planning includes teacher modelling of the Key Objectives and independent tasks.

(Clarke, S, 2008 *Active Learning through Formative Assessment*)

What learning at Eton Park looks like for pupils

It is active:

We expect to see learners engaged in a task and working independently (this does not necessarily mean alone) The task must be age appropriate within the NC, if possible and the activity must make them think so that they are able to apply what they are learning and demonstrate their level of understanding.

Maximum pupil participation:

Very little whole class/ group teacher talk ,other than to introduce, guide and model work

Random Reporter ensures pupil vigilance through a no hands up approach to learning

What learning looks like for staff.

Annotated plans reflect ongoing assessment and inform future learning on an individual, group or class level

Staggered starts, pre teaching, fluid groups based om assessment

Pupils use whiteboards to demonstrate their level of understanding to staff

Marking reflects the need for improvement and corrections that move learning on.

Test gaps analyses inform next steps and planning

Learning logs from Lesson study and videos of performance

Assessment:

Ongoing formative assessment takes place during the lessons. Staff check understanding with a variety of skilfully presented questions, often requiring answers on a whiteboard so that a quick scan of the class reveals where there may be misconceptions. This often generates a quick discussion to establish how these misconceptions might arise. Learning from mistakes is an essential part of the learning and we use The Growth Mind Set (Shirley Clarke) to help pupils feel comfortable and confident within the learning environment. Pupil generation of success criteria also helps staff to determine the level of pupil understanding. Talk and Discussion form a large part of our work using Success For All, this is used to support learners across the curriculum.

Formative assessment is identified retrospectively on the planning by way of an evaluation of learning during the lesson and after marking pupils' work. Marking very often takes place during the lesson so that pupil mistakes can be quickly addressed and, after discussion, the pupil is then able to make improved progress during the lesson.

This feedback informs and shapes the next lesson.

Target Tracker is a record of teacher assessment which is validated by book trawls and PiRa and Puma Tests that give standardised scores. More recently SATs style materials are being made available

Performance Management

All staff, including the SLT, have Teaching and Learning target for Performance Management success.

CPD (Continuing Professional Development)

The majority of Continuing Professional Development (CPD) is in Teaching and Learning to ensure that the Teaching Profile is consistently good or better across the School, this is especially important when new staff join the team.

MER (Monitoring, Evaluation and Review)

Lesson observations to meet Performance Management targets are carried out three times a year. Feedback for teaching and learning informs future targets. These are reviewed at the end of each term.

In addition, informal subject monitoring, lesson study, weekly book trawls and scrutiny of planning, termly pupil progress, learning walks and pupil discussions all support teaching and learning judgements. Evidence is recorded on a matrix.

The following are non-negotiable principles identified by staff from CPD on the work of John Powell (Powell, J. 2010 *Outstanding Teaching, Learning and Assessment*)

Principles for Outstanding Teaching Non-negotiable	How	Other relevant Information
Provide a classroom, environment that allows pupils to be successful.	Class ethos reflects the School ethos Class rules are consistent across the school Display reflects the learner needs including SFA, Dyslexia and The Growth MindSet plus Formative assessment information Effective questioning Seating and use of groups for cooperative Learning.	Five good questions (Shirley Clarke) SFA Co-operative Learning model for peer support.
Teachers have consistently high expectations of all pupils	Sound subject knowledge and the next steps in learning so that learners can be moved on quickly. Clarity regarding the objectives so that all pupils are able to make good or better progress.	
Ensure pupils are made aware of deadlines and pace work accordingly	Chronological age plus 2 min is the maximum teacher talk time. A brisk pace will involve pupils working to deadlines with time reminders.	
Ensure that all pupils understand the learning aims and the links to prior learning	Visual prompts and cues so that all learners are able to engage, discuss and understand the context. Espresso, Story Shorts, Pixar etc. Clear assessable objectives Recap previous learning Mind maps Sharing The Big Picture	Opportunity to be very creative at the start of a topic or theme with snippets to engage and motivate. Do not overload learners with too many objectives and concepts, keep it clear what is being learned.

	Encouraging pupils to identify the next steps to learning for themselves	
Teachers systematically and effectively check pupils' understanding throughout the lesson, anticipating when they might need to intervene.	Ongoing assessment throughout to shape the lesson whilst it is in progress and redirect when necessary.	Be mindful of the experiential void and check that pupils are becoming familiar with the context
Teachers and other adults in the class generate high levels of commitment and enthusiasm	All adults are aware of how to move learners on and are positive and supportive for all abilities.	
Ensure that all pupils use key vocabulary	Display in context. Refer to meaning throughout the lesson Try to identify meaningful memory prompts	Essential that this is done in context for impoverished English speakers or EAL pupils.
Ensure that all are willing to participate	Working in pairs or in groups Random Reporter	This will only work if the class environment is free from threat and uses mistakes in a positive way to move learning on. Create a high challenge /low threat environment for maximum impact.
Review, identify and celebrate learning, progress and success must be recognised.	Plenaries, success criteria, learning logs PEN marking and effective feedback.	Achievers' Assembly Prize Giving

Principles for Outstanding Learning Non- negotiable		
Ensure that all students are clear when independent tasks and activities begin	Ensure that work has been modelled well and that the pupil level of understanding has been assessed, prior to asking pupils to work in pairs or independently	
Exemplary behaviour indicates engagement and focus on the learning.	Whole school Behaviour for Learning Policy Minimum disruption to learning.	
Tasks are designed to develop understanding and involve the processes of thinking and processing	Visual cues Tasks need to do more than simply test understanding. Application of knowledge and skill enables us to judge understanding as does pupil voice when pupils are required to apply reasoning and teachers demand more than a simple answer. Pupils require challenge so that they must be engaged with the thinking and processing of knowledge.	
Pupils are willing to persevere and to 'have a go when faced with challenges	Pupils are able to deal with mistakes in a positive manner that leads to new learning.	
Meet individual needs through differentiation	Work needs to be matched to ability but there must be sufficient challenge to move all learners on and there must be opportunity for pupils to tackle further challenges if they are able to do so.	There must be no preconceived ideas regarding achievement or failure will become a self-fulfilling prophecy.
Integrate basic and Key Skills where necessary.	Cross curricular work should reflect pupils' ability and enhance learning in the key skills.	

<p>Outstanding Assessment Non-negotiable</p>		
<p>To promote learning and actively engage and involve all learners</p>	<p>To be aware of the distinction between assessment for and of learning. Assessment as Learning is also a key part of our work (Hattie,J) Mistakes are a good platform from which to extend learning, it is often personal and meaningful for the children.</p>	<p>The former is ongoing throughout the lesson. Assessment of Learning shapes the next lesson and will also use class assessment to inform the judgement.</p>
<p>Pupils should be able to accurately assess their work and that of others</p>	<p>Pupils need to know/see what a good piece of work looks like and to be encouraged to generate the criteria that brings about this success. This will enable them to assess work accurately. This is most effectively done when teachers model the intended outcome.</p>	<p>If you are unsure where you are going, how will you know when you have arrived? Discussion regarding success criteria reveals levels and depth of understanding.</p>
<p>Assessment criteria should be shared and understood by all pupils.</p>	<p>Peer and self assessment.</p>	
<p>Marking should provide feedback that celebrates achievement and identifies next targets success</p>	<p>PEN marking; Praise and the reason for this Evaluate and then identify the next steps for learning. In addition we also margin mark during the course of the lesson so that feedback is as immediate and effective as possible.</p>	