**CASLON PRIMARY COMMUNITY SCHOOL**

**Teaching, Learning and Assessment Policy**

The Teaching and Learning policy is the core policy at our school as it sets out how we will achieve high standards in achievement and puts learning at the centre of all that we do. The policy ensures that everyone is committed to achieving a high quality consistent approach to learning.We are committed to providing an excellent educational experience for all our children.

* Expectations are always challenging and creative
* Children are active and have a voice in their learning and development
* Teachers enjoy teaching and always strive for excellence

Aims for the highest standard of educating

Caslon endeavours to deliver a caring and quality learning environment by:

* promotion of values and emotional intelligence through our day to day actions and teaching;
* promoting self -esteem by encouraging pupils to value and respect themselves and others;
* provision of a safe, happy and stimulating environment in which to learn; provide an engaging, broad and balanced curriculum;
* planning incorporates both challenge and support in and beyond the classroom;
* encouraging children to take risks and learn through making mistakes;
* providing consistent and continuous quality first teaching.
* having high expectations of learning behaviours.
* promoting critical thinking skills and self- reflection.
* working in partnership with parents, governors

**Learning Behaviour**

* Children are actively engaged and encouraged to lead their own learning.
* Children and adults demonstrate mutual respect and positivity.
* Children take pride in their work and how they present it.
* Children are able to say what they are learning.
* Children are aware of the learning outcome and the steps to success for each lesson.
* Children are encouraged to take risks.
* Children are rewarded for effort and resilience when they are faced with a challenge.
* As confidence builds and concepts are mastered children are able to apply their learning independently.
* Questions encourage critical thinking skills and metacognitive thinking.
* Children initiate questions, lead discussions and respond to questions from the teacher and each other.
* Children assess each other’s work and feedback their observations.
* Children reflect on their learning through self/ peer evaluation, what they did well and next steps (even better if) .
* Children respond in blue pen to verbal and written dialogue with their teacher to move their learning on.
* Once learning is embedded children apply what they have learnt to different contexts.
* Children also take up opportunities to learn through a wealth of extra-curricular activities on offer before, during and after school.

**Our Learning Environment**

* The classrooms are tidy, well -resourced and organised.
* Displays effectively support, inspire and celebrate learning through the use of working walls which provide aids and reminders for pupils of their most recent learning.
* Children are taught to take responsibility for the equipment in their classrooms. Many will have roles as monitors within their classrooms which encourages responsibility.
* They are expected to tidy up and look after property.
* Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
* Seating is flexible often of mixed ability or based on daily in-school
* All support staff are clear on their role and expectations within each lesson.
* Adults may be assigned to work with individuals and small groups.

**Our Curriculum**

The Primary National Curriculum 2014 is firmly embedded across the school and is the basis of all teaching and learning and used to quality assure all other school documents. Our Curriculum is designed to engage the children’s interest and is bespoke to our School, our location and our community. Each year groups’ curriculum map is based on national curriculum objectives with a focus on developing the use and understanding of vocabulary in context. We provide exciting cross - curricular topics that inspire, and trips and visits are a key part of learning each term. Our curriculum offer is reviewed and revised annually.

**Planning**

* Planning has sharp objectives, based on pupils’ prior knowledge.
* Planning is informed by formative and summative assessment and sequential steps in learning linked to evaluation of pupil’s current understanding.
* Teachers have secure subject knowledge of the curriculum that they teach.
* Teachers are subject leaders for Geography, History, Music, Art, Design Technology, Foreign Languages, Computing .
* Our Senior leaders are subject leads for EYFS, English and Maths.
* Collins Maths has been adopted as Caslon’s approach to delivering the Mathematic curriculum although teachers may use other resources and practical learning at their own discretion.
* Read Write Inc is the school’s adopted programme for teaching early reading.
* Read Write Spell follows on from the early reading programme to ensure a consistent approach to spelling from year 2 - 6.
* A range of approaches and resources are used to teach English at Caslon. All staff have received training in the Write Stuff Approach and features of this will be evident in classroom displays and lessons delivered.
* A consistent approach to handwriting is embedded throughout the school through Kinetic Letters.
* Teachers know their children well.
* Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children are known to the class teacher.
* Reasonable adjustments are made to support the needs of [pupils with Special Educational Needs to access all lessons to the best of their ability.
* Reasonable adjustments are made and outside agency advice is sought and implemented as required for SEND pupils.
* Questioning is differentiated to ensure the right level of challenge.
* Learning is scaffolded through planning with support from adults, where appropriate, with equipment and/or resources to help the pupils access the learning.
* It is our aim to promote greater independence and resilience.
* For certain children who are working below their age, they may follow a personalised curriculum with learning objectives taken from a different year group or a specialist intervention programme based on prior assessment.

**Assessment**

Accurate assessment is key to providing high quality teaching and learning experiences.

There are two types of assessment which are carried out to assess understanding and progress of pupils;

*Formative* - that which goes on in every lesson through questioning, observations, task outcomes, presentations, homework, quizzes, etc.

*Summative assessment* - that which determines attainment at a point in time such as end of term tests, statutory tests, end of unit assessment, teacher judgements. Summative assessments are submitted by class teachers to Headteacher at the end of every term and these are the formal measure of a child’s progress and level of attainment.

Through our assessment and reporting practice, we aim to:

* Enable pupils to understand what they have to achieve by the end of lesson, unit, topic, academic year and key stage expectations.
* Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
* Help set targets and involve pupils in their own learning.
* Give parents a clear idea of what their child can do and what they need to do to progress.
* Provide information that can be used to evaluate teaching and learning practice.
* Give pupils effective feedback so they know what they have done well and what they need to improve.
* Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

**What does assessment at Caslon look like?**

* Written and verbal feedback is provided daily by class teachers.
* Teachers mark work with a green pen and pupils are encouraged to self-reflect and improve their work using a blue ‘polishing’ pen.
* For a child who is working at their age-related expectation, we would expect progress through the year to be as follows: (Example for a Year 2 pupil)
  + - * Autumn term - J2E (emerging in Y2 objectives)
      * Spring term - J2D (developing in Y2 objectives)
      * Summer term - J2S (secure in Y2 objectives)
* When a pupil is working at a higher level than is expected, in the summer term, they may achieve J2M, mastery.
* When a pupil is working below the level of their age related expectations e.g. a child in year 2 still working at year 1 level, their summative assessments would reflect this.
* Additional summative assessments may be used at the end of each term for intervention activities carried out for pupils with Special Educational Needs.
* Summative assessments for each pupil are reported to parents termly at Parents Evenings and at the end of the academic year in a report.

**In the Classroom**

We would expect to see:

* Lessons that are creative, purposeful and contextual.
* Objectives are shared and referred to throughout the lesson.
* Pace that enhances the learning and maintains positive engagement.
* Opportunities for pupils to talk, discuss and ask their own questions
* High level questioning
* Use of high quality resources/ texts.
* Teacher modelling
* Achievement and effort consistently recognised and rewarded.
* High expectations of behaviour and attitude to learning.
* Verbal feedback.
* Time for the children to reflect on their learning and identifying their next steps.

**Continuing Professional Development**

Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere. Teaching and learning is monitored by the Senior Leadership Team, NQT Mentors, subject leaders through work scrutiny and lesson observations.

Verbal and written feedback is given to individuals and at times generic feedback to staff in staff meetings. Best practice is shared through a variety of channels e.g. subject focused staff meetings, lesson observations and coaching or peer working.

The National Teaching Standards are used for both monitoring and appraisal purposes. Teacher’s evaluate themselves against these standards for self- appraisal.

**Responsibilities of teachers**

Teachers will effectively promote learning by;

* Teachers must know their children and differentiate teaching to meet the needs of individual learners.
* Provide planning weekly which outlines what they will teach.
* Assess what is taught and identify next steps in learning.
* Provide interesting and challenging lessons.
* Make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding.
* Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours.
* Use effective marking and feedback to engage and extend learning -to include ways forward/now try this etc.
* Have high expectations for all learners and celebrate achievement with the child.
* Address underachievement and intervene promptly and robustly.
* Have strong subject knowledge and follow the school’s policies at all times.
* Create a safe, secure and stimulating learning environment.
* Actively engage parents and carers in their children’s learning in school and at home.
* Adapt questioning to test and challenge children’s understanding and promote deeper thinking.
* Moderate children’s work regularly with colleagues to ensure accuracy of making judgements.
* Engage in high quality CPD through a range of opportunities including staff meetings, twilights, courses at and beyond Caslon, observing and sharing good practice.

**Responsibilities of support staff**

Support staff will effectively promote learning by;

* Know the children and differentiate support to meet their individual learning needs.
* Support teaching and learning with flexibility and resourcefulness.
* Encouraging independence of pupils.
* Supporting pupils to learn for themselves through prompts and questions.
* Use effective marking and feedback as required
* Engage in planning and providing inspiring lessons
* Communicate and feedback observations of children to teachers •
* Ask questions to ensure clarity of expectation
* Support the teacher with preparing resources to support learning
* Have high expectations for all learners and celebrate achievement
* Demonstrate and model self as a learner

**Responsibilities of senior leaders**

Senior leaders will effectively promote teaching and learning by;

* Modelling respect, consideration and kindness to all
* Inspire all members of the learning community to achieve personal excellence.
* Celebrate achievement at all levels.
* Have high expectations for all staff and children.
* Provide support and guidance through coaching and mentoring.
* Hold staff and children to account for their behaviour and actions.
* Plan and evaluate policies and strategies to secure high quality learning.
* Manage resources to support high quality learning.
* Promote team working at all levels.
* Address underachievement and intervene promptly
* Provide quality CPD for staff.

**Responsibilities of Governors;**

* Know the school well and understand the strategic overview of the school.
* Be known to and familiar to all staff and pupils.
* Attend meetings, monitor activities and special events.
* Monitor progress and standards of teaching and learning throughout the school.
* Observe and monitor the life of the school according to agreed protocols.
* Promote the school in the wider school community.
* Represent the school to outside agencies.
* Feedback observations in the appropriate forum.
* Provide positive role model as volunteers.
* Respect confidentiality/
* Support staff in providing a range of curricula and extra curricular activities.

**Learners will support learning by;**

* Take responsibility for their own learning
* Work alone with confidence and independence.
* Work co-operatively and support other learners.
* Respect the rights of others to learn.
* Put maximum effort into all work, staying focussed at all times.
* Know their targets and how to improve.
* Complete home learning activities regularly.
* Follow the school rules and behave responsibly towards self and others.
* Show enthusiasm and curiosity for ideas.

**Parents will support learning by;**

* Making sure their child arrives at school on time every day.
* Hearing their child read regularly at home.
* Supporting and encouraging their child to complete homework.
* Attend parents evenings.
* Attend SEND reviews where appropriate.
* Value their child’s learning and show an interest in it.
* Communicate successes and needs of their child to class teachers.

*Policy written by C.Warford April 2020*

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