

# **Ely St. John's School**



## **Teaching, Learning and Assessment Policy**

**This policy encapsulates our practice in all  
areas of learning.**

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## **INTRODUCTION**

Learning and teaching is at the heart of Ely St. John's School. We aim to develop a love for learning within a creative curriculum where every individual is valued for his/her unique contribution. We wish to provide pupils with the knowledge and skills needed to become critical thinkers, ready to embrace local and global challenges. Learning in our school is a collaborative process between adults and children. Assessment for learning is an integral part of this process.

The aim of the Ely St. John's Teaching, Learning and Assessment Policy is to make explicit and accessible the shared and agreed principles and practices upon which teaching, learning and assessment are based at our school across all areas of learning. Our aim is to minimise within-school variation, whilst at the same time celebrating the rich variety of experiences children will encounter throughout their time at Ely St John's.

Learning is not confined to academic subjects but includes social, moral, spiritual, cultural, personal, and health education. Our overarching EJ Way Code of Conduct and therapeutic behaviour ethos runs through our teaching with the focus on well being; achievement over attainment; love of learning and resilience; life skills and learning that prepares, enriches and inspires interest and engagement.

## **OUR VISION AND AIMS**

At Ely St. John's we ...

- Provide a caring, friendly school community in which every child and adult feels valued and secure.
- Ensure that all children have equal access to broad, relevant and stimulating teaching.
- Have challenging but realistic expectations of each child.
- Develop open and enquiring minds.
- Promote independence, encouraging children to take responsibility for their learning and behaviour.
- Play a full and developing role in the local and extended community.

### **We do this... The EJ Way**



Ely St John's people.....  
Look after each other  
Are proud to work together  
Are excited to learn new things  
Know how to share their thoughts and feelings  
Are kind to themselves

## **INCLUSION**

We aim to be a fully inclusive school community and to involve all members of the school community in decision-making and policy development. We regard staff, parents and children as undertaking a joint enterprise to make learning exciting, positive and meaningful for everyone. We are all members of a team working co-operatively to this end. Our aim is to provide the best possible learning

experiences for all; this includes giving necessary support to individuals or groups of pupils who require something extra or different to meet their needs. Our focus when providing learning opportunities is on equity rather than equality.

## **EFFECTIVE TEACHING AND LEARNING**

At Ely St. John's we recognise that learning is a continuous process which involves acquiring knowledge, skills and concepts, and developing positive and worthwhile attitudes. The purpose of our teaching is to promote active learning and learning that remains in the memory (cf: Whole School Curriculum Statement).

### Our principles for learning and teaching

Good learning and teaching should:

- Set high expectations and give every learner confidence so they can succeed and feel successful. This includes demonstrating a commitment to every learner's success; making them feel included, valued and secure.
- Establish what learners already know and practise and build on it. This includes setting clear and appropriate learning goals and success criteria and making every learning experience count. We structure and pace teaching so that children know what is to be learnt, how and why.
- Make learning vivid and real. We develop understanding through enquiry, creativity, e-learning, group problem solving and by making it relevant to the learners' wider goals and concerns.
- Structure and pace the learning experience to make it challenging and enjoyable. This includes using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences, and involving high levels of time on task. We make creative use of the range of learning opportunities available, within and beyond the classroom.
- Develop learning skills and personal qualities. This includes developing the ability to think systematically, manage information, learn from others and help others learn. Confidence building and self-discipline are seen as vital.
- Make individuals active partners in their learning. This includes building respectful teacher-learner relationships that take learners' views and experience fully into account, as well as knowledge of their own achievements and targets for improvement through appropriate feedback.

Effective teaching and learning takes place in an environment in which:

- relationships provide a confident and positive atmosphere;
- a culture of self-evaluation prevails;
- there is room for reflection;
- learning is valued;
- equitable provision enables all to learn whatever their next step is
- there is mutual respect between all members of the school learning community;
- no-one is afraid of making mistakes; we see making mistakes as a way of improving;
- lessons are well-paced; teachers vary pace to match the task and children's needs.

## **TEACHING AND LEARNING NON-NEGOTIABLES**

### **Planning**

- Plans state the objectives and key skills to be taught for each unit of work.
- Teachers use effective planning to help all pupils learn well.
- Clear learning tasks are planned that challenge all pupils, sustain their interest and enable productive use of lesson time.
- Regular opportunities are planned for children to apply key skills in reading, writing and maths across the curriculum.

### **Teaching**

- The learning objective is always shared with the children, and explained in words children understand.
- Children understand the purpose of their learning and are encouraged to make connections between their learning in different lessons or areas of the curriculum.
- Task instructions and context are separated from the learning objective.
- Learning objectives are focussed, manageable and accessible.
- There are clear success criteria, which are shared and discussed with the children and their teacher in an age appropriate manner, (this will look very different in EYFS & Y6).
- Learning objectives and success criteria are evident and referred to at some point in all subjects.
- Appropriate strategies, including models and scaffolds and practical tasks, are used to enable children to achieve the learning in the lesson.
- Teachers have consistently high expectations of children's attitudes to learning.
- The learning environment aids learning by celebrating achievement, and providing prompts, models and exemplifications for children's work. Working walls are often used to model and remind and build on understanding.

### **Assessment and feedback**

- Teachers use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts.
- Teachers tackle misconceptions and build on pupils' strengths.
- Teachers check pupils' understanding in lessons, offering directed and timely support.
- Teachers give sufficient time for pupils to review what they are learning in a lesson and to develop further.
- Pupils are given feedback for their learning against the learning objective and success criteria.
- Pupils use this feedback well and they know what to do to improve.

## PLANNING

Our planning ensures effective, efficient and creative delivery of the National Curriculum 2014 for children in Y1-Y6 and the Early years and the Early Years Foundation Stage Framework for children in Foundation Stage. It also ensures coverage of PHSCE in line with the Cambridgeshire units of work and Religious Education in line with the Cambridgeshire Agreed Syllabus.

Teachers plan closely together to ensure that the quality of lessons is consistently high. To make good use of time, not only for class teachers, but also for monitoring purposes, planning is clearly labelled and saved onto the server in the same place.

Our Whole School Curriculum Statement and individual Curriculum Vision Statements for each subject lie alongside this policy. Subjects are planned to ensure progression across the school and across each unit (cf medium term plans and for maths and literacy the weekly plans). Year group planning ensures consistency across the classes within each year group.

### Long-term planning

- Curriculum coverage

Our curriculum is designed to reflect the overarching whole school curriculum statement and the intent for each individual subject outlined in the 'Vision Statements'.

Each subject has a long-term whole school plan and medium-term year group plans, outlining the key knowledge, objectives, skills and vocabulary being taught.

Within each subject, the curriculum is structured so that knowledge, skills and concepts are progressive and developed coherently from year to year with reference to prior learning and awareness of where learning will be taken in subsequent years.

This information is saved onto the server in 'Documents-Curriculum' (Vision Statements), 'Subjects-Year Groups' and is also available on the school website on each curriculum subject page and individual year group pages.

- Curriculum framework for the year and topic webs

Using the long-term plan provided by subject leaders, teachers work in year group partnerships to produce a subject-led curriculum framework for the year. This curriculum is shared, subject by subject, on year group pages of the website and planning saved on Staff Share (see termly planning below.) Each term a 'Topic Web' is produced to give an overview of the term, which is shared with parents and displayed on the Year Group blogs on the school website.

It is recognised that relevant opportunities to make links between subject knowledge, skills and understanding in different subjects is important, and teachers will identify this in planning documentation and tasks. The integrity of individual subjects as a skilled discipline remains paramount however and links between subjects are never contrived or 'surface level' and a linked topic web approach of interweaving all subjects is not aimed for.

## Termly planning

Our medium terms plans for a module of work outline the key knowledge, objectives, skills and vocabulary that will be covered. Individual session plans, where appropriate, identify in specific details that smaller steps of teaching and learning (including resources, questioning, tasks and discussion foci) for each module.

Medium term plans identify an overall key focus, task or question that runs through the module of work and is evidenced in the final sessions - with opportunity given to students to share this learning and understanding in an age and task appropriate way that engages and motivates them. Planning does not necessarily follow the same format in every subject, but has the purpose of ensuring effective teaching. Specific planning proforma are used in identified subjects – History, Science, Art, .....

Effective teaching:

- has clear learning objectives;
- recognises the range of needs and abilities within the class;
- takes account of a range of teaching styles which reflect children's different learning styles;
- takes account of previous learning;
- plans in assessment activities;
- plans in feedback on learning
- focuses on what is to be learnt
- establishes clear success criteria, directly related to the learning intention

Teachers will differentiate the curriculum by:

- task
- resources
- outcome
- adult support

## ASSESSMENT

Assessment for learning is embedded in daily classroom practice and takes many forms. It aims to evaluate these things: the extent and quality of pupils' learning and the depth of their understanding in each subject; and the effectiveness of teaching. We believe that when outcomes are clearly understood and shared, assessment drives progress and improves standards. Teachers make purposeful assessments through:

Building secure relationships with their pupils:

- promoting trusting relationships;
- valuing attitudes to learning;
- encouraging and building self-esteem;

Quality Teaching:

- sharing learning objectives or intentions with children;
- helping children know and recognise the standards they are at now, those they are aiming for and how to get there;
- providing feedback that helps children to identify how to improve; recognising their next steps and how to take them;

Having high expectations:

- believing that every child can improve in comparison with previous achievement;
- both teachers and children reviewing and reflecting on performance and progress;
- children learning self-assessment techniques to discover areas they need to improve;

We recognise that there are three linked aspects of assessment that should be consistently applied across curriculum areas and phases.

#### Formative assessment

- Constantly making judgements about pupils' learning; marking work; responding to questions in class or evaluating pupils' prior learning at the beginning of a topic or lesson. Teachers then use this assessment information to tailor their teaching to the needs of their pupils and to feedback on work completed to take learning on further (consolidation or extension).
- Provides a wide range of evidence of learning in specific contexts which shapes immediate next steps.

In class:

- Children understand what they are learning because the learning objectives are made explicit and shared with them.
- Learning outcomes and success criteria are also made explicit so that the children know not only what they are intended to learn but also how they will demonstrate their achievement.
- Teachers plan opportunities to revisit the learning objectives during the course of the lesson through targeted questioning and mini-plenaries which provide children with opportunities to reflect on their own learning and progress and teachers with assessment opportunities.
- Peer assessment is used to support pupils to become independent learners who are able to assess and evaluate their own learning.

#### Summative assessment

- A broader view of progress is provided across a subject for the teacher using unit tests, end of term tests (NFER for R,W,M in KS2 and mock statutory tests). By reviewing a range of a pupil's work, teachers assess whether a child has consolidated what they have been taught and are able to apply their learning with a degree of independence. Outcomes and discussion provide a teacher with an understanding of the depth of knowledge a child has gained.
- Our planned steps towards the end of year objectives or progression documents help teachers to plan and assess how children are progressing towards end of year expectations.
- At the end of each term, teachers grade each strand in reading, writing and maths within the National Curriculum for that year group to predict where children are in relation to being below, at or above year group expectations by the end of the year. At the end of the year children will be recorded as emerging (.1), developing (.2), secure (.3) or mastery (.4) (greater depth). Children in the EYFS are assessed against the statements set out in our EYFS Assessment document.
- In writing there is an end of unit assessed piece of work that is deep marked and "Must haves," help teachers to assess those ongoing objectives in literacy that run across different genres.
- At the end of each unit in the foundation subjects, RE and Science, teachers record those children above and below expectation based on the overall objectives for the unit.
- Where children are well below expected the use of additional tests may be used such as YARK; Sandwell; PM benchmarking or baseline and end assessments for particular interventions or bespoke programmes of work. In the EYFS, Development Matters 2017 is used to support the assessment and identification of next steps for children who are working significantly below expected levels of attainment.



- Analysis of summative assessment helps to identify common misunderstandings or specific weaknesses amongst groups of pupils or individual pupils who are off their flight path. In response, teachers consider their most appropriate course of action: reviews to planning (use of progression documents to plan small steps); short term provision for individuals and groups (Provision map); discussion with SEND Co. about concerns for individuals, discussions with team leader or a subject coordinator, or a conversation with parents/carers.
- At the end of each term, teachers grade each strand in reading writing and maths within the National Curriculum for that year group as emerging (.1), developing (.2), secure (.3) or mastery (.4) (greater depth).
- At the end of each unit in the foundation subjects, RE and Science, teachers record those children above and below expectation based on the overall objectives for the unit
- Where children are well below expected the use of additional tests may be used such as YARK; Sandwell; PM benchmarking or baseline and end assessments for particular interventions or bespoke programmes of work
- The end of year report provides parents with a yearly summary of assessments for all subjects

### Transitional assessment

Children who require bespoke programmes or who are on the SEND register will also have a Passport to aid transition for the child, new teacher (s) and parents.

All year groups will have termly assessments for reading, writing and maths recorded on a spreadsheet to ensure a child's flight path or trajectory of progress can be tracked across the years.

What follows, are the appendices, which contain best practice ideas and information gathered, to share and support teachers further.

## **MARKING AND FEEDBACK STRATEGIES**

Our main aim when marking and providing feedback to children is to help to close the learning gap and move children forward in their understanding.

The following strategies are used for marking and feedback:

- Oral feedback, especially with younger children, but also with older children;
- Written comments on children's work, focusing on the learning objective (what the child has done, how work can be improved or the next step). In KS1 these written comments mostly reflect the oral comments already shared with the child. Children may not be able to read the comments for themselves
- Feedback is given that supports, motivates and builds confidence, as well as enabling children to improve;
- Feedback is given throughout the course of a lesson and during the plenary, particularly linked to the learning objective. The plenary is often used for whole class feedback. Guided sessions are used mainly for group or individual feedback;
- In Key Stage 2 time is built in for children to read/act upon any oral/written comments given. Children are encouraged to respond to and initial a comment to show they have read it;
- Children are given success criteria for a piece of work and, as well as the teacher, and are encouraged to judge for themselves whether the criteria has been met;
- Children's work is used to demonstrate a learning point;
- Symbols are used to show effort or achievement of a learning objective e.g. smiley faces, ticks and stars;

- Highlighting or double ticking is used to locate in writing where a child has met success criteria
- Visualisers are used to model pieces of work that exemplify meeting success criteria or to work together to improve pieces of work
- Response partners or 'talk partners' are used to give feedback (what partner has done well, 'top tips' for improvement). This is used across the curriculum but is particularly useful in subjects where a written comment is less appropriate, such as PE or DT. This peer feedback can sometimes take the form of cross-cohort;
- Feedback is given by teaching assistants;
- Quality examples of children's work are displayed;
- Self-assessment/peer assessment strategies are used such as checklists based on success criteria; purple pen for editing
- Feedback is given to challenge, extend or clarify thinking or to suggest a new approach.

We begin the process of developing these strategies with children in Key stage 1 and develop them throughout key stage 1 and 2, taking in to account the age and maturity of the children.

Information gained from marking and feedback is used to set targets / next steps and adjust future teaching plans if necessary.

#### Marking and Feedback Strategies used at Foundation Stage

In the Foundation Stage, our assessment and feedback strategies are based upon observation of all aspects of the children's learning and development. The strategies we use reflect that fact that learning at this age is predominantly practical and play-based.

- Instant feedback is given throughout the day as adults engage with children's play and interests. This feedback is oral and may include modelling of a strategy and/or provision of a specific resource.
- Oral feedback is given for all adult-led activities, this may also be recorded on the work or within a Tapestry observation.
- Children's work is shared at the end of each session to demonstrate a learning point and/or to give praise.
- Learning medals are given to children who display high levels of engagement and effort in their learning activities. They are also given to celebrate the achievement of an individual next step.
- Every child has a space on our Learning Display board where their individual achievements are displayed and celebrated. We encourage children to think about which pieces of work they want displayed and why.

This document can be located in Staff Share >Documents >School Policies >Teaching Learning and Assessment Policy >TLA Policy 2022-2023 final version