

WOODLANDS FEDERATION

Dallington Church of England Primary
Punnetts Community Primary School & Nursery

Teaching, Learning and Assessment Policy



September 2023

To be reviewed September 2024

Teaching and Learning

At Woodlands Federation schools we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun.

Through our teaching we equip the children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Vision Statement

At Woodlands Federation schools, we recognise that we are privileged to share in the responsibility for the development of the children in our care. The staff and governors are committed to working together for the benefit for all the children in partnership with their parents/carers. Together, we aim to realise the unique potential of each child within a caring and stimulating environment.

Aims

We know that individuals learning in different ways and at Woodlands Federation schools we provide a rich and varied learning environment and curriculum that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:-

- Create an environment that is engaging, supportive and encourages creativity
- Develop children's self-esteem, enabling them to become confident, resourceful, enquiring and independent learners
- Ensure that every child succeeds
- Use and keep abreast of new technologies as much as possible
- Include established and current pedagogy (approaches to teaching)
- Foster a culture of high expectations
- Provide an inclusive education in all aspects of school life

Effective learning

We offer opportunities for children learn in different ways and we encourage the need to develop strategies to allow children to engage in their learning in ways that suit them best.

The Learning environment will be:-

- Stimulating and support engagement
- Supportive and caring
- Organised to allow independence
- A safe place for learning from mistakes

Children will have the opportunity to:-

- Work as a class, in groups, with a learning partner and individually
- Continue to develop independence
- Continue to develop self-awareness
- Work co-operatively and continue to develop collaboration skills
- Make decisions and share opinions
- Solve problems
- Be creative
- Develop social skills
- Use their initiative
- Work safely
- Participate in athletic, physical and outdoor activities

Displays in school will be used to:-

- Create an attractive, stimulating environment to promote engagement and curiosity
- Show the range of learning
- Reflect the efforts of the children as well as ability
- Support learning

- Show progression from year to year
- Reflect the children's experiences
- Reflect different and diverse experiences

Expectations and routines

These contribute to an inclusive healthy learning environment by being:-

- Clearly understood
Responsive to need and adaptable
- Fair and consistent
- Realistic and positive
- Meaningful to children and to stake holders

Achievement - both in school and in the wider community

Children are encouraged to recognise and celebrate both their own and other's successes as a way of showing respect and valuing themselves and valuing others. Social, physical, creative and academic achievements are celebrated by:-

- Sharing achievements to wider audiences, for example in assemblies and visitors to the school
- Publishing effort and achievement e.g. newsletters and through IT
- Verbal and written praise from all staff
- Opportunities to perform and share with others
- Adapting ways we celebrate effort and achievement
- Awarding stickers and certificates
- Displays of work and achievements around the school
- Sharing good news with parents/carers

Children's' autonomy

We encourage children to take responsibility for their own learning and to be involved in how they learn by:-

- Supporting identity
- Building self-confidence
- Teaching vocabulary to enquire, question and challenge
- Teaching reflection techniques for children to discover how they learn best and barriers to learning
- Reviewing personal progress 1:1 with each child and identifying with them the next steps for continued progress

Effective teaching

Our teaching follows the National Curriculum and we follow an Assess/Plan/Do/Review cycle for effective teaching.

Assessment information identifies the learning and skills required for the children to make progress from their starting point towards an age expected standard; we plan for expected outcomes or targets; we implement the teaching and provision and we review to decide next steps.

The focus for learning is presented to the children as a learning question.

Our lessons are adapted to meet the needs of all children in the learning group.

Learning is delivered in ways that help children to make links across the curriculum and connect information and ideas.

We use a range of teaching methods and resources to facilitate a range of learning styles.

Through assessment we set and review next steps with the children during each academic year and these are shared with parents/carers. Ensuring every child is supported to develop and achieve their goals.

We work closely together with the Inclusion Manager/SENDCo, teaching assistants, learning support assistants, outside agencies, other professionals and visitors to provide a varied and supportive learning experience that reflects the interests and meets the needs of all learners.

All staff support each other in developing skills to improve practice. As a team of professionals, we promote an atmosphere of trust, respect and improvement across our school community.

The role of Governors

Our governors monitor and review school policies and offer hands on support to monitor policy in practice through regular visits in school, pupil voice and parent view. Two governors are members of the Woodlands Federation Inclusion Steering Group with teacher, TA and parent representation.

Visits are regularly made by governors to talk with staff, look at children's work or complete pupil/ parent view activities as part of their monitoring cycle, working in partnership with the senior leadership team on school priorities.

The role of parents/ carers

Parents/ carers have a fundamental role to play in helping children learn and staff seek opportunities to work in partnership with families in order to learn more about their child.

We ask parents/carers to support and encourage their children's learning by:-

- Promoting good attendance (aiming for 100%)
- Providing their child with correct uniform and PE kit
- Encouraging healthy life choices
- Keeping the school informed of matters outside school that might affect behaviour or progress
- Promoting a positive attitude towards learning in school
- Engaging through home learning through talking and social skills, reading, number fluency and practical life skills

Communication and partnership with parents

At Woodlands Federation schools we inform parents/carers about what and how their children are learning by:-

- Holding parent consultation meetings
- Holding open classroom events
- Sending home an annual curriculum overview and termly topic letters
- Displaying curriculum information on the school web site
- Holding subject specific information events
- Writing annual reports indicating the progress their child has made

Assessment

We use a range of assessment methods to identify what children need to learn and what the teacher needs to teach. We use an approach to assessment to enable progress for all children, to be identified and measured effectively, including those children with complex learning needs.

We equip the children with the tools necessary for self-evaluation through modelling and questions to ask themselves in order to make judgments about what they have achieved.

We give our children regular feedback on their learning and support them to understand what they need to do to improve and make progress.

We give parents regular reports on their child's progress so that teachers, children and parents are able to work together support the child to achieve their best.

The aims and objectives of assessment in Woodlands Federation schools are to:

- Enable our children to demonstrate what they know, understand and can do
- Help our children understand what they need to do next to improve their work
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning;
- Provide the senior leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

Our Federation curriculum cycles detail what is to be taught to each year group and daily and periodic assessment is used to track children's progress and attainment.

Our assessments are related to the National Curriculum Programmes of Study which details expectations described as *end points*. In addition we use evidence based assessment tools such as NFER for reading, Write Stuff and NCETM for maths to inform our assessment judgements.

We plan our lessons with clear learning questions and adapt teaching and learning strategies to enable each child to make progress from their starting point.

Achievement is recognised, gaps identified and next steps planned, through assessment for learning practices and observation throughout the lesson alongside evidence in workbooks.

Attainment targets

Targets, goals or intended outcomes can be short or longer term. For example daily, weekly, at the end of 6 weeks, at the end of the academic year, at the end of a key stage. Pupil progress meetings are held following data submission four times annually. At these meetings between the class teacher and Headteacher, attainment is Discussed referencing age related statements, gaps are identified, and provision agreed. We use attainment information and the age related statements to generate targets and next steps.

Children working more than 24 months behind age related expectations will be described as working pre key stage (PKS)

Recording

We use various formal and informal methods of assessing a child's progress towards the

identified learning.

We expect children's books to reflect a level of interaction with an adult i.e. live marking which allows for immediate feedback (See Feedback, Marking and Responding to Children's Work Policy).

Teachers maintain record keeping in order to inform planning and lesson focus. This could include assessment notes on plans and data sheets for example fluency and key word tracking sheets.

Teachers maintain additional record keeping for children with additional needs and meet regularly with the SENDCo to update individual education plans (IEP)

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress and encourage parents to contact the school if they have questions or concerns.

- In term 1 there is a lot of informal communication between school and home regarding transition and each child settling back to school.
- In term 1 / 2 we offer parents the opportunity to meet with their child's teacher and the SENDCo if required.
- During the academic year we give all parents a written report of their child's progress and achievements. There is an opportunity for parents to speak to the class teacher if they have any questions about the written report.

Staff provide ongoing information about the learning opportunities in school, including how parents can support any elements of the work during the term.

Feedback to pupils

We believe that feedback to pupils is essential as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one.

When it is best suited to children's learning, we may write comments on the children's work. We give written comments to children of all ages. When we give written feedback to a child, we relate this to the learning question for the lesson. By so doing we make clear whether the learning has been achieved. Children are given time to absorb feedback and support with interpreting what has been written.

Consistency

All subject leaders collect examples of children's work within their subject area. Where appropriate, subject leaders use the national exemplification materials to make judgements about the standard of the children's work.

All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject. This is shown as PKS (pre key stage) WTS (working towards the standard), EXS (at the expected standard) and GDS (of a greater depth standard).

We work with our local secondary schools as we believe there should be a common understanding of standards right through the education process.

Monitoring and review

The Headteacher is responsible for monitoring the implementation of this policy. The Head teacher inspects samples of the children's work and observes the policy being implemented in the classroom.

Governors also monitor the progress, achievement and attainment of pupils throughout their career at the school.

Woodlands Federation schools use the mastery principle where subject content is presented to all, with the facility for learners to go deeper into subject matter rather than rushing ahead through content and missing on the depth of learning.

The mastery pedagogy works on the principle that **all learners**, with effort, **will meet expectations**. It works on the premise that **great teaching**, based on **formative assessment**, particularly **great questioning**, is key. **Precise assessment**, teaching that **closes any gaps**, **thinking about ability differently** are all part of the mastery pedagogy

Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests. This is how we gather information about what a pupil knows, understands and can do.

All children should have a deep learning of key ideas/constructs and opportunities for even deeper learning (needing a growth mindset). For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further.

Mastery learning is deep learning that sticks, and can be recalled over time. It is necessary to have deep learning in order to meet the key objectives of the curriculum. In essence, in order to meet the objectives securely children need to have mastered them.

All pupils learn the same content for their year group, so next year they can all learn the same content for their year group (no one is left behind). Occasionally there will be some pupils who do not have the ability to access at the standards for their year group, who will be supported appropriately

There are many ways adaptation can be achieved including:

- access to concrete, pictorial and abstract resources, different activities
- offering all children the same starting point and subsequently varying tasks as the lesson progresses
- Support and intervention provided for improved access to learning experiences

- Questioning and scaffolding for different pupils. (Difficulties and misconceptions will have rapid intervention so 'closing gaps' will dwindle as all keep up)

Groupings to deepen learning

This approach can often lead to collaborative approaches to teaching and learning with **fluid groupings** rather than fixed groupings. Some grouping strategies to deepen understanding are:

- Random grouping
- Cumulative partners (starting with 2 children and 'growing' as the lesson progresses)
- Mixed ability grouping – one child is the teacher; the other completes the task
- Ability grouping (based on the topic being taught, some children may be excellent at shape, but need support with statistics)

Independence	• Apply the skill or knowledge without recall to the teacher
Fluency	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	• Consistently use their skills, knowledge and understanding.
Synthesise	• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	• Able to explain others their understanding and perhaps be a learning buddy to others

Woodlands Federation assessment of pupils working at greater depth

At the end of key stages we use the criteria given by the government for greater depth in the assessment materials for Year 6.

In other year groups we use the following guides:

- Application of understanding and skills in new contexts
- Independence in reflection, evaluation and improvement
- Fluency leading to rapid recall to support application of knowledge
- Confidence and resilience when mistakes are made or persistence needed
- Accuracy
- Sustained concentration, effort and perseverance
- A judgement gained over time which shows a consistency of approach