



Teaching, Learning and Assessment Policy

1. Policy Statement

- 1.1 Teaching and learning are the fundamental work of our school. This policy sets out how we will teach children and encourage life long learning.
- 1.2 The school policy for Teaching and Learning was compiled by the Senior Leadership Team in consultation with the whole teaching staff. This policy was updated in February 2015 and subsequently reviewed and revised annually.

2. Aims

- 2.1 To create a culture of learning where pupils learn to learn and learn about learning.
- 2.2 To develop in each pupil a joy of life long learning, both for itself and what it can unlock.
- 2.3 To ensure children are clear about the purposes of learning and how to go about it.
- 2.4 To encourage pupils to take responsibility for their own learning, aim for higher achievements and develop a healthy work ethic.
- 2.5 To motivate children within a stimulating learning environment in which their work and contributions are valued.

3. Entitlement and Inclusion

- 3.1 Our school aims to be responsive to all aspects of diversity and to increase the involvement and participation of all pupils within the school and its community. We promote inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community.
- 3.2 All pupils are entitled to learn in a warm, calm and happy environment where expectations are high and individuality is valued.
- 3.3 All pupils will have equal access to the curriculum at a level appropriate to their age and ability.
- 3.4 Children with Special Educational Needs will be given support to access the curriculum at an appropriate level in order for them to reach their full potential.
- 3.5 All children, including those who have been identified showing mastery in particular areas of the curriculum, will be given opportunities within lessons and through extra curricular activities, to use and develop their gifts and talents.

- 3.6 Staff have a shared understanding of the principles for effective Teaching and Learning at our school. This has led to the development of a list of elements that should be present in all lessons/classrooms. (See appendix)
- 3.7 All activities are planned in such a way as to encourage full and active participation by all children. The use of VAK (Visual, Auditory, Kinaesthetic) techniques as well as Inclusion Development strategies and resources to promote independence, will be incorporated into all daily lessons. Support programmes will be organised as appropriate in discussion with the Head teacher, Inclusion Manager and individual Subject Leaders.

4. Implementation and Planning

- 4.1 The New National Curriculum and the Cambridgeshire schemes of work for RE and Personal Development, form the school's long term plan.
- 4.2 Teachers plan using age related expectations and outcomes from the New National Curriculum, within subjects, as their starting point combined with pupil assessment (including progress tests, pupil interviews, marked work and observations) for groups and individuals.
- 4.3 Key Stages plan in Teams to ensure a broad and balanced coverage of the curriculum taking into consideration the needs, attainment and interests of the pupils, so that all children are able to enjoy and achieve as well as to share expertise and experience.
- 4.4 Medium term planning is based on summative assessment for learning carried out at the end of each half term.
- 4.5 Short term planning is directly related to formative assessment for learning. Teachers continually reflect upon learning and revise plans as required.

5. Pedagogy and Resources

- 5.1 Activities are planned to encourage the full and active participation of all pupils, irrespective of ability through Quality First Teaching. VAK and IDP strategies are used to differentiate/ be inclusive as appropriate.
- 5.2 Questioning is used to encourage children to think more deeply and to share their thought and ideas with others. Teaching ensures that pupils are given access to a range of questions in order to develop their learning. (See appendix)
- 5.3 At all stages, regular opportunities are provided for children to discuss and explain their thinking and ideas. It is the teacher's responsibility to create an environment which encourages the development of talk for learning through ,whole class and group discussion as well as talking partners.
- 5.4 Learning Objectives and Success Criteria are shared with the children in every lesson empowering the children to take ownership of their work and progress.

- 5.5 Topics or units of work are connected to prior, current and future learning. The children are helped to see how new work follows on from previous learning and cross curricular links are made when possible and appropriate.
- 5.6 Teachers share the 'Big Picture' with the children. The content and expected outcomes of units of work and individual lessons are shared with the children.
- 5.7 Teachers expect work to be of a high standard and children are encouraged to take pride in their work.
- 5.8 Emphasis is given to the application of knowledge and skills relating to real life contexts in order to enable pupils to see the relevance of what they are being taught. The use of the principles of TASC (Thinking Actively in a Social Context) and Talk for Learning, particularly in Foundation subjects, is being developed to enhance this.
- 5.9 Generic Resources to support children with their learning are easily accessible within all classrooms and subject specific resources, identified through planning, are provided by teachers as and when required.
- 5.10 ICT is used where appropriate to enhance the teaching of Core and Foundation subjects – either for the teacher to demonstrate or for the children to practise and apply their learning.
- 5.11 Children are taught how the 7R's (Resilience, Resourcefulness, Reflection, Responsibility, Reasoning, Respect and Reciprocity) provide the keys to life long learning and these principles are applied throughout the school in assemblies and lessons across the curriculum.

6. The Learning Environment

- 6.1 The physical learning environment of our school supports the learning of the pupils. Classrooms are safe spaces allowing pupils to move around freely and allow for flexible groupings.
- 6.2 Display reflects the learning process in all areas of learning.
- 6.3 Successes are celebrated.
- 6.4 Positive affirmations are displayed (e.g. Class charters, 5Rs) are displayed.
- 6.5 The layout and organisation of the classroom supports inclusive and interactive teaching approaches.
- 6.6 Classroom displays support curricular targets
- 6.7 Key questions and vocabulary are displayed
- 6.8 Display reflects the whole curriculum

7. Assessment, Recording and Reporting

- 7.1 Assessment for Learning, which finds out what the pupils know and enables teachers to plan next steps, underpins all of the teaching and learning at our school.
- 7.2 Each class teacher is responsible for assessing, recording and reporting children's progress and attainment.
- 7.3 Formal and informal assessment is used to inform planning and teaching on a daily basis.
- 7.4 Children's attainment is recorded against the expectations outlined in the New National Curriculum.
- 7.5 Parents are provided with written assessments, detailing their child's progress and achievements, including targets, each term, which are discussed with the child at Parent Consultation appointments.
- 7.6 Assessment results are used by Subject Leaders with the Senior Leadership Team to provide information about whole school trends, standards across the school and to plan future professional development and curricular targets.
- 7.7 Regular assessment takes place, including review lessons and nationally recognised standardised tests in core subjects.
- 7.8 Assessments are moderated at moderation meeting within Key Stages and termly with our partner schools.
- 7.9 Children's work is routinely marked in line with our Feedback and Policy. Children receive regular feedback, which may be verbal or written. Effective feedback will include whether they have met the learning outcome and clear next step targets so that they know exactly what to do to improve further.
- 7.10 Children are provided with regular opportunities for self and peer assessment, against agreed success criteria, in all subjects across the curriculum. This engages pupils in becoming self-critical and independent.

8. Monitoring

- 8.1 The Head teacher, Senior Leadership Team and Subject Leaders monitor all areas of the curriculum in line with the school's Monitoring and Evaluation Policy through:
 - Direct observation of teaching
 - Work scrutiny
 - Analysis of data
 - Pupil interviews

Review

- 9.1 The Senior Leadership Team will review this policy annually. Any suggested amendments will be discussed with the staff and will be presented to Governors when appropriate.



Appendix 1

Checklist of essential elements of teaching & learning at Wyton on the Hill

- Visual / text timetable for each day
- Basic skills displays appropriate to age group (s) (e.g. CLIC, VCOP, 7Rs, number lines, alphabet, calculation models, key vocabulary, maps etc)
- Teacher and pupils using modelling / images confidently to support and extend learning
- Teacher and pupils using apparatus confidently and appropriately
- Appropriate resources available for children to select for themselves
- VAK
- Opportunities for structured and meaningful pupil talk
- Opportunities for collaborative learning
- Opportunities for pupils to reflect on their own learning and that of their peers and to identify next steps
- Consolidation of prior learning
- Use of model: Review, revisit, teach, practise, apply
- Use of success criteria that is VAK
- Constructive feedback to all children
- Opportunities for pupils to respond to feedback
- Variety of recording methods
- Differentiation through IDP strategies (promoting a 'growth mindset', rather than capping by ability grouping)
- Challenge work available for all children, based on assessment for learning
- Targeted 'close the gap' group / 1:1 / pair work based on recent assessment
- Personal targets are accessible
- Teaching and Learning is clearly rooted in recent assessment (including marking)
- Opportunities to develop natural curiosity and love of learning