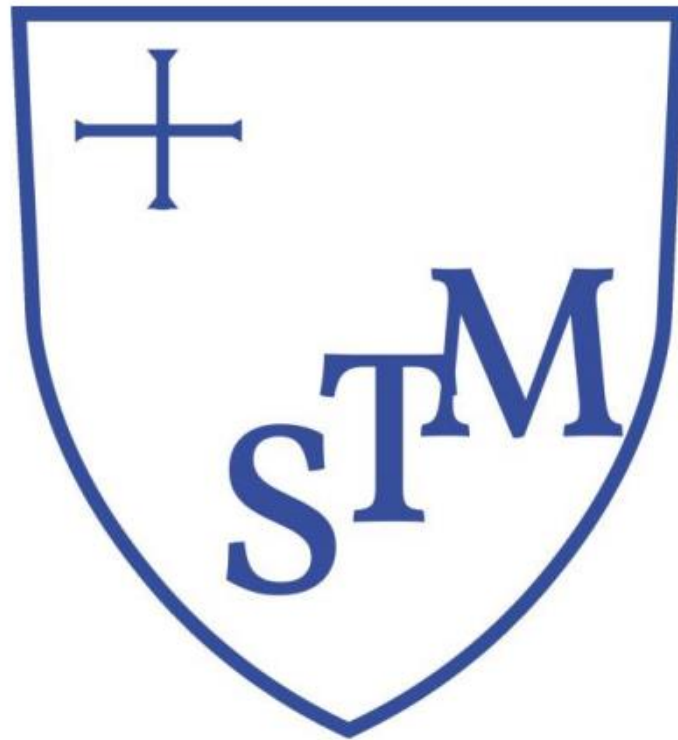


St Martin's C of E Primary School



Teaching, Learning and Assessment Policy

April 2024
Review 2027

The [Teaching and Learning Policy](#) is part of the 'St Martin's Way' and should be used in conjunction with the accompanying [Teaching and Learning Handbook](#), the [Behaviour Policy](#) and [Marking and Feedback Policy](#).

The purpose of this policy is to raise standards in our school through focusing on everyday classroom practice and through support for individual teachers and support staff. The purpose of the policy is to make sure all staff are aware of the expectations of teaching and learning in the classroom, in books and through planning a journey so that all children develop detailed knowledge and skills across the curriculum and as a result, achieve well.

Key Principles

- Teachers are clear at the planning stage on what they want children to know and remember by the end of the lesson and how they will achieve that
- Tasks and questioning are designed to ensure students think hard about the information that is to be learned, which helps them to retain it
- Lessons include frequent opportunities for retrieval of current content and past content to support remembering
- New learning is linked to prior knowledge to support children in making sense of it and building deep schemata
- Content is presented in small steps to minimise cognitive load
- Models of excellence are provided in all subjects
- Questioning and formative assessment is used to understand what the children know and understand, what they don't know and understand, and what needs to be done to bridge the gap to learning and remembering
- Practise is guided with scaffolds being provided initially before these are gradually faded out so children do it independently

Learning Environment

The learning environment is conducive to effective learning, whilst celebrating success and instilling pride. It should be uncluttered and organised effectively to allow pupils to access resources. Each classroom will have the following:

- working walls – backed on neutral paper – at least one for maths and English;
- kinetic letters modelled – by teacher handwriting and on printed work;
- our values and bible verse on display;
- our 3bs for behaviour and a space for parking (see behaviour policy);
- a display of published writing;
- a topic board, to inspire and to build up over time – this can be chosen by the class teacher and will be changed termly.
- a world map, celebrating the class' heritage
- timelines to reflect the history topic being taught
- an inviting reading area, with books on display;
- a worship area, which reflects the liturgical cloth linked to the church calendar and theme of worship for the half term;
- a space for emotional well-being – a worry monster / box and emotional check in.
- a classroom door / entrance that shares the class book that is being read.

Teachers choose their own seating layout; however, this must be with due consideration to ensuring all children can access learning effectively. This is dynamic and seats are changed as needed, for example during different lessons.

Visual daily timetables are in place to support all children.

Relationships and Behaviour

Expectations are that behaviour for learning will be at least good in every lesson. Teachers will expect children to:

- Demonstrate our behaviour expectations,
- Demonstrate our values,
- Allow everyone, including themselves, to learn.

Teachers will follow the behaviour policy and encourage a positive learning ethos within the classroom where progress is celebrated, children are supported through their learning mistakes and everyone strives to succeed.

Quality of support

Classroom support should be deployed effectively by the teacher to help support the progress of children in every lesson. They should work with a range of abilities and add value to the learning.

It is important that children are taught the skills to become independent learners, whatever their ability. This is through quality differentiation and activities tailored to individual needs. Support staff must ensure that pupils are not over-scaffolded and do not become reliant on adult support. The adults must facilitate the learning rather than doing it for them.

Adults also deliver interventions to support pupils' progress.

Setting / grouping

We do not set or group children by attainment. Children are in mixed attainment groupings in all lessons. Some children may need an adapted curriculum, in which case they may be grouped and supported in this way. This should not always be taught by support staff and it must not present a ceiling on the children's learning.

Planning and Evaluating

Rosenshine: Present New Material Using Small Steps, Provide Scaffolds for Difficult Tasks

Teachers will think carefully about each stage of the lesson. Every minute counts, so no time is wasted. Lessons are designed to ensure retention of taught material using evidence-informed approaches, both during the lesson and after the lesson through retrieval. Teachers are able to discuss the choices they made during each part of the lesson in depth as a result of their careful consideration of each stage.

Strategies drawn from cognitive science are used to optimise the impact of teaching. These include managing cognitive load, using dual coding, and linking to prior knowledge and highlighting misconceptions to develop schema.

Where slides are used, text is limited as children cannot effectively listen and read at the same time. No slides are text-heavy. Instead, the teacher uses key phrases and diagrams to discuss the learning, drawing on expert subject knowledge

Teachers collaborate using a shared language. When reflecting on lessons, teachers will consider carefully how effectively learning has been achieved as a result of the planning and delivery.

Delivery and Questioning

Rosenshine: Present New Material Using Small Steps, Ask Questions and Check for Understanding

Teachers will ensure that every minute counts in their delivery. New material is presented in small steps. Teachers will draw on formative assessment strategies to check for understanding at regular intervals when checking prior knowledge and the ongoing assimilation of new knowledge. Checks should be frequent and 'high-ratio', using strategies such as think-pair-share, show me and cold calling linked to snowballing. All children should be cognitively active throughout the lesson, not just when they are completing an activity.

Whilst children can put their hands up, cold calling is used either through lollipop sticks or the teacher selecting who they want to answer a question. This avoids over-reliance on individuals to check if the whole class has understood, and increases how cognitively active the children are.

The strategies from the Behaviour and Routines, and Questioning sections of the Teaching and Learning Handbook should all be used and will inform types of questions asked and how the lesson is managed effectively.

Modelling

Rosenshine: Present New Material Using Small Steps, Provide Models,

Modelling provides children with excellent exemplars of work and supports them with completing independent activities successfully. When modelling, teachers use the I do, we do, you do approach.

- I do – the teacher shows the children how to complete the task. This may involve silent modelling (e.g. working through a calculation without speaking) or narrative modelling (discussing the thought process with each step). Questions will be asked to check understanding throughout.
- We do – once the teacher has completed an appropriate number of examples, the children support. This may be through partially completed examples, shared writing, partner work, etc.
- You do – the children complete their activity independently. This will usually involve mini- whiteboard 'show me' work first to establish an understanding, before the children complete an independent task.

These three steps do not necessarily happen through three examples or even in just one lesson. See the EEF '7 Stage Model'. Modelling will make use of the visualiser to show children 'live'. This also helps establish expectations for presentation.

Practise

Rosenshine: Guide Student Practise, Obtain a High Success Rate, Independent Practise, Provide Scaffolds for Difficult Tasks

Children retain information when they think hard. Planning will ensure there are multiple opportunities for children to think (to be cognitively active) throughout the lesson. Practise is an important part of this. By the time children begin their independent practise, the teacher will have obtained a high success rate with misconceptions having been identified, highlighted and addressed, so children will be able to work independently.

Before children move on to independent practise, they will be given multiple opportunities to think, discuss, collaborate and share their thinking, ideas and responses. By the time independent practise begins, a high success rate has been obtained.

Independent practise is completed independently, allowing the teacher to assess what an individual child can and cannot do. This usually means work should be completed without discussion with partners. Younger children may need to read their work out loud, which is appropriate, so whilst practise will usually be in silence for most classes, silence does not always equal independence.

During practise, the teacher will use strategies from the Behaviour, Routines and Expectations section of the Teaching and Learning Handbook to ensure children are on-task, focused and successful. The teacher's role is to be supporting the children through live marking/modelling (see Feedback Policy). Where misconceptions are still present with a significant proportion of the class (based on a sample), the lesson will be stopped with further explanation and guided practise given.

Scaffolding/Adaptation

Scaffolds are provided for challenging work. This may be to support children with low prior attainment to access the same learning as the other children. Scaffolds should be faded over time. Examples of scaffolds include writing frames, word banks, questions presented in smaller chunks, visuals to support, adult support, shared plans, etc. Scaffolds do not limit aspirations or outcome, nor should they be used to take away more challenging material; the opposite is true: scaffolds should enable all children (e.g. 90%+) to access all content.

Adaptation is used where children are several years behind and unable to access the learning even with scaffolds. Where they are working on a separate curriculum, then their work should be adapted and be based around their individual targets. Scaffolds should also be used where this work will be challenging. Adaptation does not mean making it easy and where possible it should be related to what the other children are doing to develop a sense of inclusion.

Retrieval

Rosenshine: Daily Review, Weekly and Monthly Review

If children do not review material, they will not retain it. All lessons should include retrieval practise, both at the start of the lesson to retrieve previously taught material, including but not limited to prior knowledge, and within the lesson around the new learning to check for understanding. This is planned strategically using a range of approaches.

Assessment

Assessment is integral to effective teaching and learning. Assessment enables us to identify what children already know so that we can use their prior knowledge to help them

understand new learning. It enables us to check what has been learned and remembered, both over the short-term and long-term.

Effective assessment enables us to adopt a 'keep up' approach to new learning, so that no child is left behind. Through using rigorous assessment strategies expertly, and assessing the right things, we can ensure that all children make good progress.

Why do we assess?

- To check what has been remembered so that additional practise can be provided as needed
- To check what prior knowledge exists so that links can be made
- To check what new material has been understood so that further support or challenge can be provided
- To gain a summative snapshot of a child's attainment from a sample of taught material
- To support children through intervention, either through in-class quality-first teaching or an evidence-based intervention

How do we assess?

Formative - We make use of formative assessment strategies in all lessons such as high-ratio questioning, cold calling, mini-whiteboards and a range of questioning techniques. In addition, we use the following assessments:

- White Rose topic assessments in maths so that any gaps are identified and addressed through whole-class teaching and retrieval practise
- Phonic assessments of taught material so that any gaps are identified and addressed through catch-up intervention
- Reading fluency assessments for those below the recommended fluency metrics (KS2)
- Number bond assessments for those below the recommended metrics
- Times tables assessments for Y2, Y3 and Y4, and those below the recommended metrics in Y5 and Y6
- No More Marking Comparative judgement of writing (once per year)
- Writing moderation internally and externally
- Retrieval practise in all lessons to review learned material
- Y6 will do practise of SATs reading papers through the year to develop reading

Termly:

- NFER standardised tests in reading and maths
- Teacher assessments in reading, writing and maths using standardised data, outcomes of unit tests/quizzes, moderation and teacher judgement
- EYFS teacher judgements of the 7 areas of learning.

External

- EYFS baseline
- Y1 phonics check
- Y2 optional SATs to inform teacher judgements
- Y4 times tables check
- Y6 SATs tests
- Y6 writing assessments and moderation

Pupil Progress Meetings

Termly pupil progress meetings focus on what barriers children are facing and how to overcome them. It is a problem-solving dialogue between teacher and leader where they work together to find the best solutions for the children. As part of this, data and books will be looked at to help identify which children are most in need of support and to plan next steps.

Reporting to parents

Parents will receive a detailed written report of their child's academic progress in the summer term of each year. In addition, they will receive the following:

- Outcomes of statutory tests
- Termly parent consultation meetings
- Ongoing informal conversations or messages about their child's progress through the year

Monitoring

Teaching and learning will be monitored according to the school's monitoring schedule. Senior and middle leaders will take part in this monitoring and it will be quality assured by the Local Authority, through regular reporting. Information about teaching and learning is passed onto governors during the curriculum governor meeting.