



Beaupré
COMMUNITY PRIMARY SCHOOL

Teaching, Learning & Assessment Policy

This policy was approved
December 2023

This policy should be reviewed annually

“Together unlocking the potential of every child; inspiring children and changing lives”

Teaching, Learning and Assessment Policy

Introduction

The Teaching, Learning and Assessment Policy provides an overview of our aims, beliefs and practice in the quality of teaching, curriculum planning, marking and assessment.

This policy is closely linked to the following school policies: Homework, Marking and Feedback, Handwriting and Presentation, English, Mathematics, and Computing. This policy applies to all curriculum subjects.

This policy is also closely linked to the following school documents: Curriculum Intent, Beaupre Teaching Non-Negotiables, School triangulation, our school's Vision and Aims, and our school monitoring and assessment schedules.

Principles

The four guiding principles of the Early Years Foundation Stage underpin our teaching and learning principles from the moment a child enters our school, and throughout their time at Beaupre. They are:

- every child is a *unique child*, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through *positive relationships*;
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our Aims show what we are trying to achieve:

- To inspire a love of learning
- To provide a rich, relevant and challenging curriculum for all
- To promote a sense of belonging and to contribute positively to our school, community and wider society
- To deliver high quality teaching and learning that builds reflective lifelong learners
- To build positive relationships, respecting others and their beliefs
- To support children to be happy and confident, so they achieve their potential.

Teaching Non-Negotiables

The quality of teaching throughout the school is underpinned by our *Teaching Non-Negotiables*:

Questioning

Teachers use questioning and discussion to promote thinking and assess children's learning. Children's responses show evidence of progress in knowledge and skills.

Understanding

Children understand how to improve their work, the purpose of the lesson, and how they will know if they have succeeded. They can evaluate their own and others' progress

Assessment

Teachers monitor pupils' progress throughout lessons and make adjustments when necessary to ensure appropriate pitch and challenge.

Challenge

Work is appropriately challenging for all children and meets their individual needs. Differentiation is used throughout the lesson.

Knowledge

Teachers explain new concepts clearly and accurately. They use correct vocabulary and model expectations.

These Non-Negotiables (also known as QUACK) summarise the consistency and standard of teaching expected for every child. The principles are inter-dependent, for example, challenge and appropriate pitch relies on accurate

assessment. Questioning is used to assess and to challenge. These principles underline our expectations of good and outstanding practice for teachers and teaching assistants.

Our School triangulation states that good teaching and learning ‘promotes independent learning and thinking, and result in children achieving challenging success criteria’. Moreover, outstanding teaching and learning ‘promotes child-led learning and result in children demonstrating exceptional progress during the lesson and achieving challenging success criteria that extend them significantly.’ We believe that the quality of teaching is matched by the progress demonstrated by pupils in lessons.

Curriculum Planning

Our School Aims state that we want ‘to provide a rich, relevant and challenging curriculum for all’. Our curriculum planning is sourced from the 2014 National Curriculum for England in Key Stages 1 and 2, and from the EYFS statutory framework. We follow ‘CUSP’ for the vast majority of subjects.

Foundation subject planning across the school is sourced by a long-term overview of topics with some cross curricular links. This informs medium-term planning and objectives.

Curriculum planning in English is sourced from ‘CUSP’ and Mathematics is sourced primarily from ‘White Rose’ and informs medium-term and short term (daily) planning.

Medium-term, weekly lesson planning is produced by the class teachers in every curriculum subject. Additional short-term planning is produced in English, Guided Reading and Mathematics. Planning, not covered by CUSP is placed on the school’s server for monitoring and availability, although on-going formative assessment may lead to adjustments between, or within, daily lessons.

Short-term planning where appropriate, should include: Learning objectives, success criteria, key questions, differentiated group activities, guided group opportunities, plenary opportunities, and key vocabulary where appropriate. Subject leaders are responsible for monitoring planning and books. SLT monitor short-term planning against books to oversee progression of knowledge and skills over time.

Formative Assessment

On-going formative assessment is carried out and used on a daily basis to inform planning and teaching. This includes questioning, monitoring, marking and feedback. Formative assessment is integral to children’s learning, and should be used in every lesson.

Our Teaching Non-Negotiables state that teachers are expected to ‘monitor pupils progress throughout lessons and make adjustments when necessary to ensure appropriate pitch and challenge’.

Our Teaching Non-Negotiables also state that teachers are expected to ‘use questioning and discussion to promote thinking and assess children’s learning’.

In Early Years Foundation Stage, children are continually monitored and assessed against the areas of learning. Key evidence and photographs are kept in the children’s work/ILD books and used to inform daily planning, as well as their end of year profile and report.

In line with our Marking and Feedback Policy, we aim to provide timely, regular and accurate feedback to pupils to enable them to identify what they do well and where they need to improve. Assessment is a vital part of the learning and teaching in our school, and marking and feedback is a fundamental element of the assessment process. Pupils in KS1 (Y1 following transition period) and KS2 are expected to carry out regular responding to marking activities in Mathematics, English or Science.

Summative Assessment

During the school year, teachers track pupils' progress against each of the National Curriculum Programmes of Study, in each subject, against age-related expectations, using the following outcomes:

U	Unable to Assess
E	Emerging
D	Developing
S	Secure
GD	Greater Depth

Pupil Progress Meetings (PPMs) and Team Assessment Meetings (TAMs) are held regularly to set targets, review assessments in Reading, Writing and Mathematics and refine interventions. Teachers provide assessment data for the whole class as well as groups such as disadvantaged pupils, pupils with SEND and the more able. Underachieving pupils are identified and discussed. Current provision is reviewed and further action planned where necessary. The PPMs for every class are attended by the Headteacher, SENCO and class teacher.

Curriculum Timing

The following curriculum times are recommended minimum times to be spent teaching each subject. As a result of cross curricular learning and blocking units of work, these times indicate average weekly coverage for each subject. Cross curricular learning is encouraged when there are opportunities. We aim to follow the CUSP recommended timetable to ensure coverage of the national curriculum content.

Monitoring Teaching and Learning

The monitoring of teaching and learning is carried out by the SLT and subject leaders. Some monitoring is supported and quality assured by external advisors, e.g. from the Local Authority or local schools. Monitoring information is used to inform teachers' appraisal and pay progression.

The Headteacher is accountable for the quality of teaching and learning and assessment and responsible for setting and agreeing the standards by which teaching and learning is judged. These standards should reflect the current Ofsted framework.

The Headteacher is responsible for reporting the quality of teaching and learning to governors, through Full Governing Body, and Children and Learning meetings. Governors are expected to carry out regular school visits to compare their findings with reports from the Headteacher and subject leaders, and focus on identified areas of school improvement planning.

The school's Monitoring Schedule set out the monitoring of teaching and learning and assessment over each half term. This includes termly teaching and learning observations, at least termly drop-ins, monitoring of curriculum planning, feedback, work scrutiny and assessment moderation.

Review

This policy is reviewed annually by the Headteacher and Senior Leadership Team.