



## School Policy for Teaching, Learning and Assessment

### 1. Introduction

This policy outlines the purpose, nature and management of teaching, learning and assessment in our school.

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all teaching staff.

### 2. Aims

The aims of this policy are:

- To establish an agreed range of practice in respect of teaching, learning and assessment;
- To maintain and improve the quality of learning experiences offered to our pupils;
- To provide an agreed focus for monitoring the teaching and learning in our school.

### 3. Entitlement

We believe that the children in our school are entitled to the very best teaching, learning experiences and resources that we can provide, thus enabling each individual to fulfil his or her potential.

### 4. Implementation

#### TEACHING

As teachers we will endeavour to:

- Challenge and inspire our pupils, expecting the most of each individual, irrespective of ability, gender, race, age or achievement.

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- Maintain good discipline through mutual respect.
- Have a clear understanding of the skills, concepts and attitudes required for effective learning.
- Develop and maintain good subject knowledge and understanding of the school curriculum.
- Plan effective lessons, setting clear objectives which pupils understand and evaluating progress against desirable learning outcomes.
- Employ a range of teaching methods appropriate to the task and needs of the children.
- Devise challenging and differentiated learning tasks using stimulating resources.
- Use time, support staff and resources effectively.
- Identify and implement opportunities for the integration of the skills of English, Mathematics and IT into other areas of the curriculum.
- Ensure all children have opportunities to work as individuals, with a partner, as part of a small group and as a member of the class.
- Value and promote home-school links through the setting of relevant homework activities to reinforce and/or extend what has been taught in class.
- Assess children's learning within each lesson and plan for future progress.
- Help our pupils to understand what they are doing, how well they have done and how they can improve.
- Assess progress and achievement over longer periods of time and maintain effective records of that progress.
- Provide information to other members of staff in order to ensure continuity and progression between year groups.

#### LEARNING

Our pupils will be given the opportunity to:

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- Engage in quality interaction with the teacher.
- Learn from first-hand experience and investigation.
- Learn as an individual and as part of a group.
- Practise and apply the knowledge, skills and concepts that have been taught.
- Develop the necessary skills to enable them to plan and organise their own learning, including working with sustained concentration and to a time limit.
- Develop a range of study skills to promote effective learning.
- Develop the necessary skills to select and use a range of appropriate tools and materials.
- Use IT as an aid to learning.
- Communicate their findings in different ways, producing work for a variety of audiences.

#### THE TEACHING AND LEARNING ENVIRONMENT

In our school we will:

- Develop and maintain a stimulating environment in which effective teaching and learning can take place.
- Develop and maintain a confident and positive atmosphere in which achievement flourishes.
- Provide an environment which gives opportunities for individual and co-operative learning.
- Use space and resources to best advantage.
- Provide the best possible resources for teaching and learning.
- Encourage everyone, both staff and pupils, to value and care for the school's resources.
- Ensure that resources are used and stored appropriately and are accessible to those that need them.

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- Create interactive and stimulating displays which recognise the contribution and achievements of all children.

### ASSESSMENT IN OUR SCHOOL

Assessment takes many forms in our school with ongoing formative assessments taking place each day and summative assessments at the end of a unit of work, term or school year.

### THE PURPOSE OF ASSESSMENT

Assessment is carried out so that teachers can:

- assess what children know, understand and can apply to their work;
- plan learning opportunities that reflect the needs of all children;
- identify children who are falling behind and, in response, plan additional support to meet their needs;
- identify those children who are exceeding expectations and, in response, plan work to extend them further;
- communicate information on progress and attainment to parents and carers; and
- provide information about individual progress and attainment for use in data analysis which is, in turn, required for whole school development planning and accountability.

### FORMATIVE ASSESSMENT

The majority of the assessment in our school is formative – ongoing assessment that involves teachers observing and marking children’s work in order to establish what they have achieved and next steps in learning. Children are also encouraged to reflect upon their learning and make age-appropriate self-assessments under the guidance of the teacher. We believe that formative assessment is essential in securing progress. Marking and feedback are carried out in line with the school’s Marking and Feedback Policy.

### SUMMATIVE ASSESSMENT

Summative assessments in our school take the form of statutory tests, nationally standardised tests which serve as a benchmark for attainment and informal tasks and tests set by the class teacher.

## **5. Review**

The Headteacher and staff will review this policy on a biennial basis. Any proposed major amendments will be presented to the Governors for discussion at the appropriate time.

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Reviewed by the Curriculum and Standards Committee	September 2019
Reviewed by the Curriculum and Standards Committee	October 2021
Next Review	October 2023

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