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The Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

1. **Introduction**

Learning and teaching is at the heart of Stanford-le-Hope Primary. We aim to develop a love for learning through challenge and engaging children with a creative curriculum.

Learning in our school is a collaborative process between adults and children. Assessment for learning is the core area of this process. The aim of the Stanford-Le-Hope’s Teaching, Learning and Assessment Policy is to make explicit the shared and agreed principles and practices upon which teaching, learning and assessment are based at our school across all areas of learning.

2. **Vision and Aims**

In our school we incorporate the cooperative values in our learning by;

• Providing children with a high quality education; ensuring children become resilient learners (*Self-help*)
• Promoting independence, encouraging children to take responsibility for their learning and behaviour (*Self-responsibility*)
• Developing every child’s full potential and strive for the achievements of high standards (*Equity*)
• Providing a safe, welcoming environment where everyone feels valued (*Equality*)
• Nurturing the personal, social and spiritual development of individuals into caring and responsible people
• Encouraging good behaviour within a framework of mutual trust and respect and encourage children to be responsible for their own behaviour (*Self-responsibility*)
• Promoting strong links between school, home and community (*Solidarity*)
• Playing a full and developing role in the local and extended community (*Solidarity*)
• Ensuring that all children have equal access to broad, relevant and stimulating teaching and learning opportunities (*Equality*)
• Having challenging but realistic expectations of each child
• Developing open and enquiring minds (*Self-help*)

3. **Planning**

*Long-term planning and curriculum framework*
Our planning ensures effective, efficient and creative delivery of the National Curriculum and the Early Years Foundation Stage curriculum. Long-term plans have been designed to encompass a range of subjects and the development of skills. Teachers work in year groups to produce half termly or termly plans for their year groups, using the Cornerstones curriculum as a guidance. Each term these are shared with parents and placed onto the school website. Subject progression is mapped throughout the school at the end of each term and assessed half termly.

**Medium-term and short-term planning**

Our medium-term plans set out the work to be covered in one half-term or term. These have been developed from a variety of sources including:

- The National Curriculum
- The Early Years Foundation Stage Curriculum
- Read Write Inc
- Cornerstones Curriculum
- PSHE Programme
- Local SARE (Standing Advisory Council on Religious Education)
- Published schemes of work eg. Charanga, White Rose Hub, Snap Science

**Short-term planning**

Short-term plans set out work to be covered in a week or lesson. Where a detailed medium-term plan has been written, short-term plans may be in brief outline.

**Effective short term planning:**

- ensures plans have clear learning objectives outlining potential steps to success
- recognises the range of needs and abilities within the class
- takes into account
  - Individual Education & Health Care Plans for Special Educational Needs
  - Personal Education Plans for Children Looked After
  - More Able or Gifted and Talented
- takes into account a range of teaching styles to reflect children’s different learning styles
- takes into account previous learning
- plans in assessment activities including self, peer, teacher and learning support assistants
- plans are adapted in light of daily pupil achievement
- identifies opportunities to embed computing skills
- identifies related homework activities
- highlights resources required
Teachers will differentiate the curriculum by:
  o task
  o resources
  o outcome
  o adult support

4. Effective Teaching
Sharing the Learning Intention and Success Criteria

The sharing of learning objectives or intentions, which at Stanford-le-Hope Primary School we refer to as ‘Lightbulbs’, is a crucial element in the process of teaching and learning. By sharing the lightbulb, we empower children to take ownership of their learning.

We ensure:
  • learning objectives (lightbulbs) for a lesson are clear, and explained in words children understand (age appropriate)
  • children understand the purpose of their learning (applying to the real world)
  • there are clear ‘steps to success’, which are discussed, agreed or created between the children and their teacher
  • learning objectives (lightbulbs) and ‘success criterion’ are referred through throughout the lesson
  • learning objectives (lightbulbs) provide the focus for the teacher to evaluate to what extent the lesson met its aims
  • learning objectives (lightbulbs) and success criteria provide the focus for self/peer evaluation (and marking)

Learning objectives (lightbulbs) often begin with:
  o to know (knowledge: factual information)
  o to be able to (skills: using knowledge and resources)
  o to understand (concepts: understanding reasons, causes and effects, how things work)
  o to be aware of (attitude: empathy, awareness of issues)
  o to evaluate (understanding a concept and apply in different situations)
  o to explore (which involves higher order thinking skills)

Success Criteria are often phrased:
  • ‘what I am/you are looking for is ….’ (WILF)
  • ‘how will I/you know you have….’
  • ‘what will I/you see….’
  • ‘I/you will know you have been successful if….’
• ‘remember to….’
• ‘can you….’
• ‘top tips….’

The Success Criteria is often discussed with the class and children have an input to these. Children use these to evaluate their learning with in the lesson.

**Effective Questioning**

We recognise that skilful and well-planned questions are crucial to effective teaching, learning and assessment. Our questions focus children’s thinking on the key points. Teachers and other adults model good questioning to help and encourage children to ask their own questions and to further or clarify their learning and understanding. Effective questions can help to move into higher levels of thinking and understanding.

Questions can help children to:
- consolidate their learning
- explore ideas further
- make connections
- create new understandings
- make links to the ‘real world’
- reflect on their learning

There are two main types of questions:
- **closed questions**: these imply that the teacher has a predetermined ‘correct’ answer in mind, and are a useful means of making on the spot assessments
- **open questions**: allow for a range of answers and can encourage children to think beyond the literal

It is important that we support children in responding to questions:
- allowing ‘thinking-time’ after each question ensures children have time to think through their response
- giving children the opportunity to discuss their ideas briefly with another child or adult (‘talk partners’) can help them to rehearse their responses, and to feel more confident and prepared; we encourage children to ‘think, pair, share’

**Effective Teaching Strategies**

Staff at the school use a range of teaching strategies which have been shown in research to lead to better learning and a higher level of retention. These are used across all the curriculum and year groups.

*Strategies include:*
- Quiz Quiz Trade
- Silent Debate
- Spoof assessments
- Exit Tickets
- Jigsawing
5. **E-learning**

We believe that learning at home is changing and to ensure children are engaged with learning in their free time E-learning can be a way of providing that engagement. Children have access to Reading Eggs (Reception – Year 2) or Reading Express (Year 2-6). Key Stage 1 also have access to Education City and Key Stage 2 to Prodigy and My Maths to support Maths learning at home.

These are monitored by the class teacher and provide another layer to the assessment process. Children are rewarded on a Friday assembly with certificate. Those who do not have access to computers at home have the opportunity to use school computers during school time.

6. **Assessment**

Assessment can take many forms and can be used for different purposes. It is embedded in teaching and learning and is an essential part of this. Effective assessment for learning happens all the time in the classroom and involves:

- promoting trusting relationships
- valuing attitudes to learning
- encouraging and building self-esteem
- sharing learning objectives or intentions with children
- helping children know and recognise the standards they are at now and those they are aiming for
- providing feedback that helps children to identify how to improve; recognising their next steps and how to take them
- believing that every child can improve in comparison with previous achievement
- both teachers and children reviewing and reflecting on performance and progress
- children learning self-assessment techniques to discover areas they need to improve

We acknowledge that there are two main types of assessment which fulfil important yet different roles.

**Types of Assessment:**
Formative assessment for learning (AfL) – is an active and ongoing process in the classroom between the teacher and the child. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. We recognise that the following areas are all part of assessment for learning:

- clarifying learning objectives or intentions – at the planning stage
- sharing learning objectives with pupils when teaching
- involving children in self-evaluation against the learning objectives pupils are aware of the steps to success used to judge their learning outcomes
- focusing oral and written feedback around the learning objectives of the lesson
- using appropriate questioning during the lesson
- raising children’s self-esteem, through the use of positive language and through the celebration of achievement
- using data to effectively gauge the progress of individuals and groups and to inform target setting
- organising target setting so that children’s achievement is based on prior attainment as well as aiming for the next level up

Summative assessment – assessment of learning – is the means by which the progress of children is monitored. This includes end of unit tests and teacher assessments, optional tests as well as statutory end of key stage assessments. Our annual assessment calendar ensures a range of this type of assessment is carried out throughout the year.

- Formal summative tests occur within the agreed assessment cycle, the outcomes of which are used alongside teacher assessment for that period of time and are recorded on SIMS
- We use data analysis, assertive mentoring and levelled testing to identify individual and class knowledge gaps and these feed directly into the next steps, individual targets and planning.
- These outcomes are (once per term) communicated to both pupils and parents at Termly Learning Conferences or by end of year reports.
- Subject leaders will use the whole school outcomes to identify patterns and review the drill down analysis of the assessments to inform whole school or phase training.
- The Senior Leadership Team (SLT) will carry out data comparisons to ensure that the school is on track to meet the national expectations (or beyond)

  - Teachers assess against the relevant National Curriculum objectives for Foundation Subjects each half term.

AFL (Assessment for Learning):
Teachers use a variety of strategies that help to inform them of their pupils current level of understanding and progress at the outset of; within and at the end of a lesson/unit. Such techniques include:
• Mini whiteboard work
• Use of “lolly sticks” for random selection for questioning/sharing ideas
• Targeted questioning
• Marking that links to the success criteria
• Children’s comments both written and oral about their progress

Peer and Self-Assessment
We recognise that children will achieve more if they are fully engaged with their own learning process. We encourage children to actively assess their own learning, determining for themselves whenever possible what they need to learn and why. Time is built in for pupils to reflect upon their own work and set targets. Children are involved in the discussion and agreement of steps to success. They are guided within plenary sessions to evaluate their progress towards a learning objective using the steps to success. Growth Mind-sets is a key focus for us across the school.

Children are encouraged to ask themselves the following questions:
• Am I learning in the best way for me?
• What are my strengths and weaknesses?
• What do I need to do to improve?
• How am I going to make an improvement?
• What is really making me think?
• How will I know if my work is good?
• Do I know what to do if I am stuck?
• Can I identify what I have to learn?
• What can I remember and understand?

7. Marking and Feedback Policy

We believe marking and feedback increases our children’s progress. Please see separate Marking and Feedback Policy.

8. Target Setting

In addition to the end of key stage targets which are formally set and reviewed in the autumn and spring term, we set targets as part of our ongoing school monitoring and evaluation cycle. These may include:

Numerical targets in Reading, Writing, Maths and Science for every child in each cohort, set and reviewed each year using SiMs Assessment Manager. These targets are monitored throughout the year to check children are ‘on track’. Cohort Pupil
Progress Meetings take place with the Senior Leadership Team termly to discuss targets and progress and to identify any further support or intervention needed. **Curricular targets** are set and reviewed in line with the assessment cycle. They are informed and identified by analysis of pupils' work, discussions with pupils, teacher assessment and test performance. Planning is adjusted accordingly to meet these targets. **Short-term** targets set as part of the marking/feedback process. A range of age appropriate systems are used to record and review individual targets, including sticking targets on the front cover of books.

Individual targets are shared with parents at consultation meetings.

We are aware of the need to keep the target setting process both manageable and constructive for both children and teachers. We acknowledge that it is an integral part of our practice and supports, encourages and challenges pupils. We encourage children to take increasing responsibility for targets and to judge their own progress towards achieving them.

**9. Monitoring**

We have an ongoing, whole school approach to the monitoring and evaluation of teaching and learning. The focus for monitoring is also derived from identified school priorities in the SDP (school development plan) and draws on the following:

- direct observation of teaching
- scrutiny of pupils’ work
- scrutiny of planning
- teachers’ self-evaluation
- discussion with staff
- discussion with children
- discussion with stakeholders
- analysis of assessment results
- analysis of evidence from IEPs / Provision Mapping / PEPs
- targets set at performance management
- governor visits and their reports

Monitoring for each teacher is placed on their Teaching Over Time record which is evaluated and reviews by the individual teacher half-termly. This ensures teachers are consistency improving their teaching and evaluating/setting targets in a constructive way with other members of staff.

The key aim of this monitoring is to learn from good practice. It helps teachers to identify their strengths, recognise when improvements need to be made and inform them of the next steps to move forward.

Evidence from monitoring feeds into:
The monitoring and evaluation of teaching and learning is carried out at all levels within the school from the Extended and Senior Leadership Teams to subject leaders, class teachers as well as from members of the Local Governing Body.

10. **Reporting**

Parents are invited to attend termly learning consultation meetings in the autumn and spring terms at which staff discuss progress and targets for individual children. Termly progress reports are also sent to parents at the end of each term so that parents are kept fully informed of their children progress in English and Mathematics as well as any issues surrounding their attendance and behaviour. The teacher or head teacher may then invite some parents for interview when required. In the Summer Term parents receive a written report on their child’s progress during the academic year. This includes targets for improvement. Year 2 and Year 6 parents receive their child’s National Curriculum end of key stage assessments. There is also an opportunity for parents to discuss this report with the class teacher should they wish. Foundation Stage parents receive the Foundation Stage Profile scores.

Reports promote and provide:
- Good home /school relationships
- Information for parents each term
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

11. **Conclusion**

This policy for Teaching, Learning and Assessment reflects the consensus of the whole teaching staff, and has the full agreement of the Local Governing Body. The implementation of the policy is the responsibility of all the teaching staff and the Headteacher. Teachers are to make all Learning Support Assistants, supply teachers, pupils and parent helpers within the classroom aware of this policy.