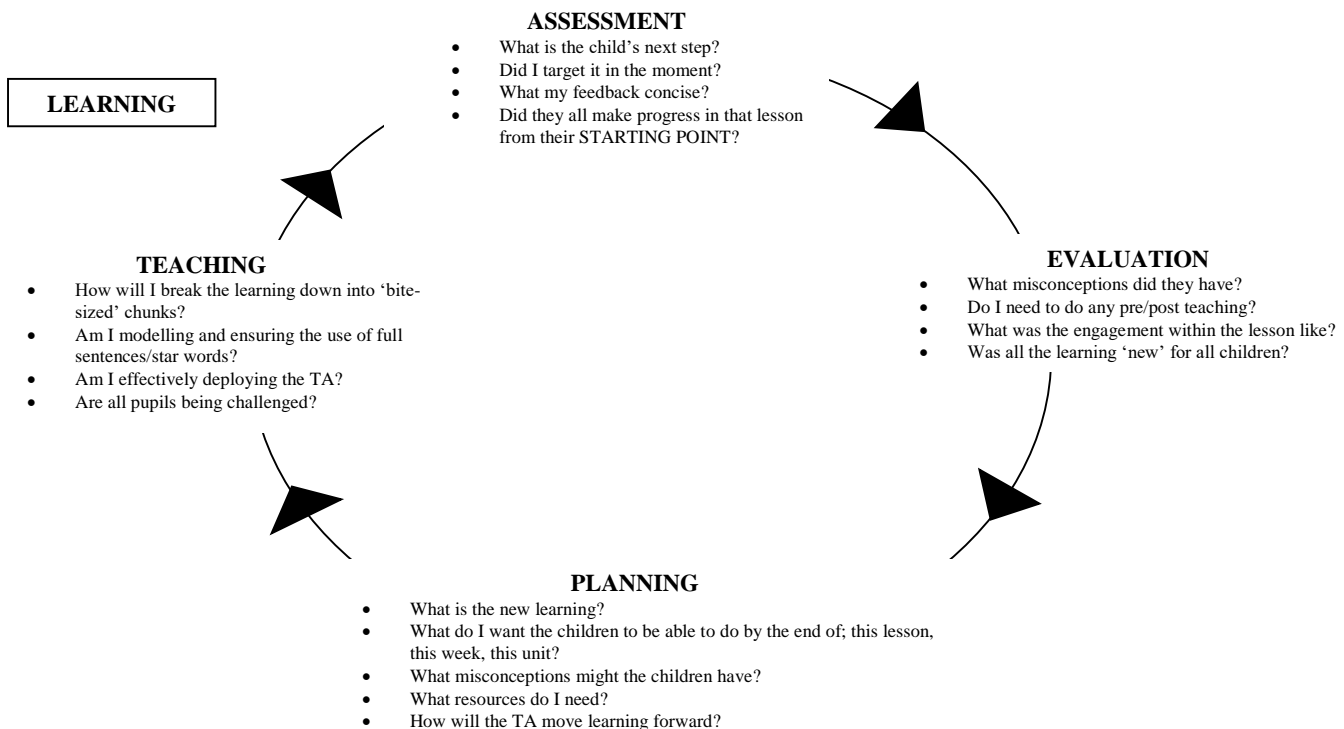# TEACHING LEARNING AND ASSESSMENT POLICY

September 2021

Adapted By: E. Blake & J. Harris
Date: September 2021
To be reviewed: September 2022

The Teaching and Learning Cycle:

ASSESSMENT
- What is the child's next step?
- Did I target it in the moment?
- What my feedback concise?
- Did they all make progress in that lesson from their STARTING POINT?

LEARNING

TEACHING
- How will I break the learning down into 'bite-sized' chunks?
- Am I modelling and ensuring the use of full sentences/star words?
- Am I effectively deploying the TA?
- Are all pupils being challenged?

EVALUATION
- What misconceptions did they have?
- Do I need to do any pre/post teaching?
- What was the engagement within the lesson like?
- Was all the learning 'new' for all children?

PLANNING
- What is the new learning?
- What do I want the children to be able to do by the end of; this lesson, this week, this unit?
- What misconceptions might the children have?
- What resources do I need?
- How will the TA move learning forward?

Planning and Teaching

Teaching is providing the amount of support necessary to ensure that new learning occurs. For that to happen, the teacher must know what the learner needs and how to teach it. Decisions based on **the teaching and learning cycle are paramount**. The teaching and learning cycle has four key elements: **assessment, evaluation, planning,** and **teaching.**

Effective planning leads to focused teaching. The teacher's careful planning provides an experience for the pupil that scaffolds new learning that lifts the learner to the next level of understanding through challenge, and that in the process provides a new assessment sample for the teacher to evaluate.

Effective planning and assessment underpins high quality teaching and learning. Teaching and assessment has the highest impact when it is 'in the moment'. Marking forms a large part of assessment and for our infant children, it has the highest impact in verbal form during the lesson. **Post marking is irrelevant to the age group that our school serves and therefore assessment/feedback must be intertwined into teaching practice.** By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated. Effective feedback reinforces the key steps/skills the child needs to implement to move their learning forward and enables them to have ownership.

Frequency of Planning

	EYFS	Year 1	Year 2
Consistency for all classes *If observed in all 3 classes, the teaching/approaches should be the same.*	Weekly planning of: • Phonics • Maths • Guided Reading • Group Time & CIP	Weekly planning of: • Phonics • Maths • Guided Reading, Writing & Topic • Group Time & CIP • Handwriting • Spellings • Art • PSHE Formal writing planning commences in line with needs of the cohort	Weekly planning of: • Phonics/GVPS • Maths • Guided Reading • Writing, Topic, Science – taught cross-curricular, planned using planning template (see Appendix 4) and recorded in writing books • Handwriting • Spellings • Art • PSHE
Daily differences per class	Enhancements in the provision and use of adults Planning for focus children	Enhancements in the provision and use of adults Differentiated work to include more/less scaffold where appropriate	Role of adults across the class Focus groups Differentiated work to include more/less scaffold where appropriate Use of resources
Planning is collaborative. All teachers must collectively input in the structure of the week's planning, learning objectives, next steps, star words and resources. Flipcharts/resources must be jointly shared and used across the year group.			

Planning Templates

Appendix 1 – EYFS Group Time & CIP
Appendix 2 – Y1 Group Time & CIP
Appendix 3 – Maths
Appendix 4 – Writing
Appendix 5 – EYFS & Y1 Guided Reading
Appendix 6 – Y2 Guided Reading
Appendix 7 – Phonics
Appendix 8 - Art

Assessment

Formative and summative assessment is used throughout the academic year and across all key stages. Formative assessment informs immediate decisions/questions 'in the moment' as well as supporting the evaluation process of learning. Summative assessment quantifies each pupils progress and attainment in relation to their own and peers starting points.

At our school we use summative assessment through:
- SIMS to predict potential data trends/eradicate them from occurring.
- Professional dialogue and joint pupil progress meetings post data drops will ensure effective support/actions are implemented without delay.
- Big Cat Phonics Assessments are used to assess children's reading.

At our school we use formative assessment through:
- In the moment marking and feedback using pink and green highlighters (pink for 'think', green for 'good')
- Questioning
- Peer/self-assessment
- Evaluating lessons and planning to address misconceptions and generate new learning

Effective Marking and Feedback

- Informs the pupil what they have done well and what they need to do to improve.
- Supports pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Supports teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develops consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

In Reception, there are no formal marking procedures. Instead assessment and teaching happens 'in the moment' and verbal interactions take place between children and adults to ensure that learning is a constant process and next steps are addressed rapidly.

KS1

Highlighters/Pens	**Green** for Praise, **Pink** for Think **Purple** pen for the child's response

Feedback marking (This will take place during the lesson)
 	
 Marking should be purposeful and specific to the child and is only of value in written form if it is with the child 'in the moment' or they can access this independently.
	1. What the child has done well (teacher to highlight word, phrase or sentence and if appropriate write a comment in green)
	 2. Highlight error/mistake with pink highlighter. This could be:
	     • Reoccurring spelling mistake of a HFW
	     • Letter/number reversal/poor formation
	     • A sentence that doesn't make sense
	     • An equation that has been answered incorrectly
	     (Choose one or two)
	 3. **DO NOT** write comments for children to read if they are unable to access this.

Tackling misconceptions and corrections	Feedback should be verbal where appropriate and children MUST be taught to self-edit and reflect on their work, regardless of subject. This has the MOST amount of impact if it is done immediately/during the learning process. Children will edit using a purple pen so it is evident how their learning process has evolved. Teachers must know the difference between the child's error and misconception. Corrections may involve changing a spelling, rewriting a sentence or recalculating an equation. A misconception is when a child misunderstands a concept from a contextual or procedural perspective. ***Self-editing/improving should be taught from Year 1, in line with the needs of the cohort, but no later than Summer 1.
Next Steps	If a child has understood a concept a challenge question or a task to up-level their work should be set. At the infant age, it is usually beneficial to pre-plan next steps, specifically for reading and maths. Next step cards should be used in Guided Reading, Maths and Science lessons to promote greater depth.
Same Day Intervention	If a child has misunderstood a whole piece of work and needs 1-1 support instead of marking the piece of work, it should be reviewed/retaught before the next lesson with verbal feedback/evidence of editing present in the book. This can take place during the afternoon by either the teacher or teaching assistant if another lesson (for example handwriting) is taking place with the rest of the class.

Peer Assessment and Self-Assessment	Year 2 children should be trained to peer assess work against a specific success criteria or with a given sentence starter. E.g. I like your…. All year groups should use our 'Selfie-Assessment' approach to self-assessment. Each class to have images of cameras available for children to attach to work they have produced that they are proud of. Staff to acknowledge this by taking photos of their achievements and posting them onto their Dojo Portfolio for parents to see.
CT/LSA highlight Learning Objective in child's book	<mark>Green - achieved</mark> Leave blank if not fully achieved
Record adult support	Use stamps provided: Teacher Assisted TA Assisted If stamps are not available use T or TA
Marking workload	All writing and maths books must be marked after each lesson but no onerous time spent writing detailed comments unless they are purposeful. If the child doesn't understand it, reteach it and show the evidence of this in the book rather than writing a comment. All books marked in green/pink (this should be with the child where appropriate). Phonics & Jigsaw Journals: these books do not need to be formally marked but a teacher presence should be evident in them e.g. correcting formation/spelling. LSAs must mark the books of the children they have worked with in alignment with marking policy. Feedback must be given to the teacher post lesson on the children they have worked with. If the concept needs to be retaught, LSAs must liaise with the teacher to discuss who is best placed to reteach. Cover Supervisors must mark all books of the lesson they have covered and provide feedback to the teacher post lesson.

Evaluating Lessons
Teachers must evaluate their lessons and reflect upon this in their future planning. LSAs should also provide feedback to inform future planning.

Books/Online Journals

EYFS	Year 1	Year 2
Phonics Book with LO: clearly labelled with date on a weekly basis from Autumn 2	Phonics Book with LO: clearly labelled with date on a weekly basis.	Writing books
		Maths books
Early Morning Work Book from Autumn 2	Early Morning Work Book	Jigsaw Journals
	Jigsaw Journals	Phonics book
Guided Reading Records	Art Folders	Guided Reading Records
	Guided Reading Records	Art Folders
Class Dojo Portfolios to record 'Wow Moments' and observations of the	Class Dojo Portfolios to record 'Wow Moments' and	***children stick in the LO labels for their work**

| children which include next steps. | observations of the children which include next steps.

Writing books in line with the needs of the cohort

Maths books from Spring 1
*children stick in the LO labels for their work | |
| EYFS – Read Write Inc. letter formation flashcards used to support development **Consistency in modelling of handwriting applies across the school** | | |

Appendix 1 – EYFS CIP & Group Time

<table>
<tr>
<td colspan="6" align="center">Weekly Overview
Week Beginning</td>
</tr>
<tr>
<td colspan="6" align="center">Evidence of Need
(based on assessment, children's needs, interests and experiences)</td>
</tr>
<tr>
<td colspan="2" align="center">Early Morning Jobs
<i>What do we need to develop as a large group or class?</i></td>
<td colspan="2" align="center">Enabling Environment
<i>What did our observations tell us about children's interests, learning and the continuous provision inside and outside?</i></td>
<td align="center">Possible Texts
<i>What stories or information texts can we look at to enhance the children's learning or that will introduce new interest/learning?</i></td>
<td align="center"><i>What might we put out in the environment based on observations last week or ideas for new learning?</i></td>
</tr>
<tr>
<td colspan="2"></td>
<td colspan="2"></td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="2"></td>
<td align="center">Monday</td>
<td align="center">Tuesday</td>
<td align="center">Wednesday</td>
<td align="center">Thursday</td>
<td align="center">Friday</td>
</tr>
<tr>
<td colspan="2">Group Time
<i>N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged</i></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td rowspan="3">CIP Provocations

<i>How will you provoke or expand on thoughts, discussions, questions, interest, creativity and ideas?</i></td>
<td>Studio</td>
<td>Painting :
Clay:
Junk modelling:
floor space:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explorers</td>
<td>Writing table:
Maths Area:
Interest:
Water:
playdough:
Sewing:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imaginary</td>
<td>Reading suitcase:
Cooking:.
Role Play:
Construction:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

Appendix 2 – Y1 CIP & Group Time

Key Vocab:	What do we want them to Learn	It's all magic	Outside

Group Time Focus and Enhancements	Monday	Tuesday	Wednesday	Thursday	Friday
Group Time *N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged*					
Investigate and Innovate (O)					
The World of Wonder (W)					
The Workshop (C)					

Appendix 3 – Maths

N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged

Concept/topic	Monday	Tuesday	Wednesday	Thursday	Friday
Do now					
Star words					
New learning					
Talk task					
Develop learning					
Independent task					
Next step					
Plenary					
Pink pen questions					

Appendix 4 – Writing

N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged

Text:			Key Vocab (children need access to these at least 7 times to embed them):	
Hook:				
	Planning	**Draft**	**Edit/improve**	**Publish/Polish**
Highlight which method(s) you are going to use for each section to guide your planning for this sequence of lessons – reflect on suggestions made in CLPE planning and add to the list (if relevant)	• Reading aloud • Talk & discussion – initial ideas/first impressions • Role-play/hot seating/freeze frame • Retelling • Drawing • Mapping • Strip poetry • KWL grid • Emergent writer grids (see Eng. Policy) • Role on the wall • Conscience alley	• Shared writing • Peer assessing with partners • Talking about process • Reading writing aloud • Commenting on each other's work • Sharing ideas • Collaborative writing • Performing strip poetry • 'Tell me' grid • KWL grid • Emergent writer grids (see Eng. Policy)	• Shared writing using a purple pen • Talking about the process as a writer: child-teacher, child-child • Writing conferences (presenting work to peers/adults and suggesting how to edit/improve) • Editing partners (using STAR (Substitute, Take away, Add, Revise) for guidance • Conscience alley • Emergent writer grids (see Eng. Policy)	• Support for spelling • Rewriting for purpose • Celebrating achievement • Book-making • Performing the writing for others to enjoy
Learning Objective(s) (must link to the PoSK)				
Do it now/talk task (everyone should be able to access – low threshold, high ceiling)				
Activity (give all a choice of independent/paired/group collaborations)				
Challenge (steps for depth cards, challenge for all)				
Plenary (draw the learning together, assessment for learning)				
Cross Curricular & SMSC Link (if relevant)				

Tell Me Grid

Likes *What did you like/dislike about the book/story/picture*	Dislikes *Was there anything you did not like?*
Puzzles *Was there anything that puzzled you?*	Connections/Patterns *Does it remind you of anything? Did you notice any pattern?*

Emergent Writer Grid (See English Policy for further guidance on this)

Plan your writing grid based on the need for that lesson e.g. for a lesson linked to poetry:

Similes	Rhyming couplets
Interesting vocabulary (words and phrases)	Alliteration
	Sentence starters

Appendix 5 – EYFS & Y1 Guided Reading

N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged

Guided Reading Plan

Week Beginning:

Key vocabulary:

Intended learning/ skills: *e.g. respond to an image, ask questions, share and make links with prior knowledge and write labels and captions.*
(These should also be explicitly referenced in your Medium Term Plan).

Monday	*Brief overview/ description of what this session involves. Can be bullet points, just ensure this is clear for someone who may be covering your class and seeing this planning for the first time.* e.g. Do not show the front cover of the book! Share the image of the woman on the first page of the book. . **Key questions:**
Tuesday	**Key questions:**
Wednesday	**Key questions:**
Thursday	- **Key questions:**
Friday	**Key questions:**

Appendix 6 – Y2 Guided Reading

N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged

Groups	Monday	Tuesday	Wednesday	Thursday	Friday

Appendix 7 – Phonics

Phonics Planning- Week beginning:

N.B. PP and SEND children must be named throughout weekly planning e.g. initials next to task/activity and how these chn are being supported/challenged

Phase :
Revisit:
Teach:
Practise:

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review					
Teach					
Practise					
Apply	Teacher: TA:	Teacher: TA:	Teacher: TA:	Teacher: TA:	Teacher: TA:

Appendix 8 – Art

Art and Design Planning

Date:
Skills:

Do Now	
Star Words	
New Learning	
Talk Task	
Independent Task	
Plenary	