



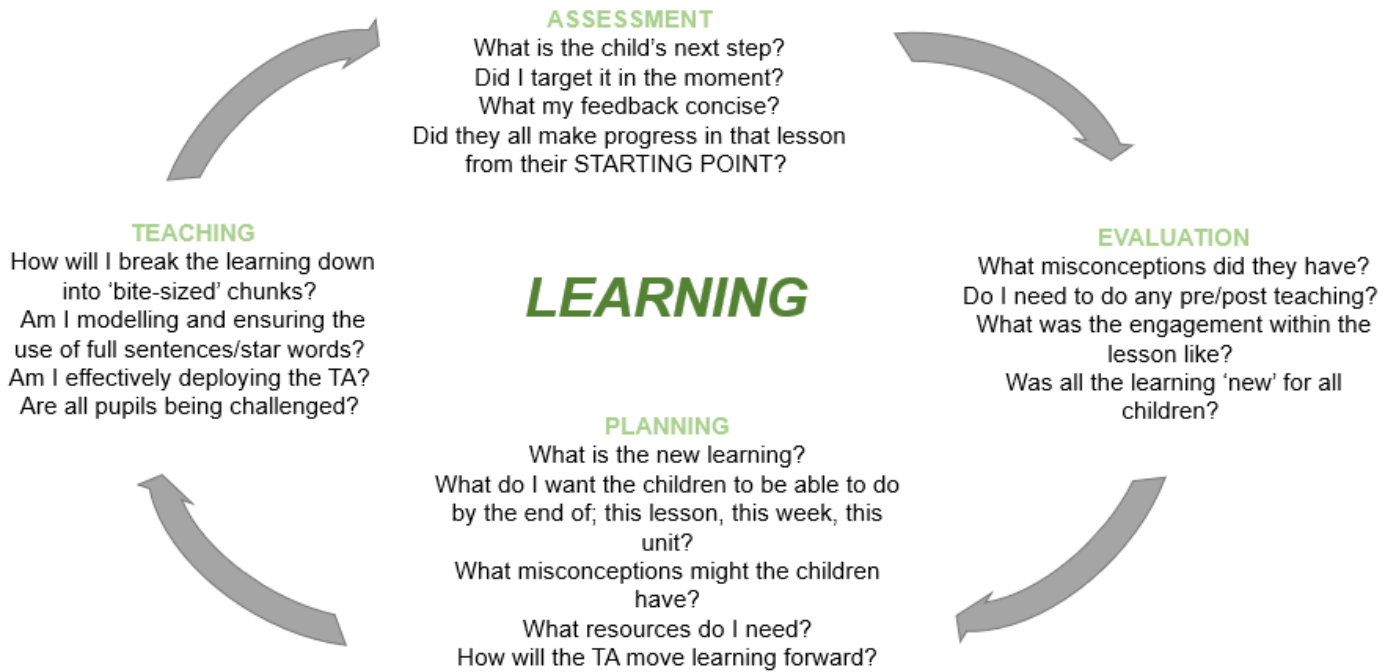
# Teaching, Learning and Assessment Policy

**Updated by:** Emma Blake

**Review date:** July 2024

**Date of Next Review:** July 2025

## The Teaching and Learning Cycle:



## 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
- Teaching

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 learning. Effective feedback reinforces the key steps/skills the child needs to implement to move their learning forward and enables them to have ownership.

Teachers should refer to the Lesson Checklist, based on Rosenshine's Principles, when planning their lesson. They should also reflect on this checklist during and after their lessons to ensure all elements are included. Middle Leaders and Senior Leaders should use this checklist when undertaking any lesson observations and learning walks to monitor consistency of the parts of the lessons being covered across the school.

[Lesson Checklist \(Rosenshine\)](#)

## Frequency of Planning

	EYFS	Year 1	Year 2
Medium Term Planning	<p>Half termly planning of skills, learning objectives, key vocabulary and learning opportunities in relation to the following:</p> <ul style="list-style-type: none"> <li>- Reading (Little Wandle)</li> <li>- Writing (CLPE)</li> <li>- Maths (White Rose)</li> <li>- Cross Curricular Group Times (Kapow/Children's Interests)</li> <li>- Child Initiated Play (CIP)</li> </ul>	<p>Half termly planning of skills, learning objectives, key vocabulary and learning opportunities in relation to the following:</p> <ul style="list-style-type: none"> <li>- Reading (Little Wandle)</li> <li>- Writing (CLPE)</li> <li>- Maths (White Rose)</li> <li>- Foundation Subjects (Kapow)</li> </ul>	<p>Half termly planning of skills, learning objectives, key vocabulary and learning opportunities in relation to the following:</p> <ul style="list-style-type: none"> <li>- Reading (Little Wandle/Vipers)</li> <li>- Writing (CLPE)</li> <li>- Maths (White Rose)</li> <li>- Foundation Subjects (Kapow)</li> </ul>
Short Term Planning	<p>Weekly planning of:</p> <ul style="list-style-type: none"> <li>● Phonics (Little Wandle)</li> <li>● Maths (White Rose)</li> <li>● Group Time (following CLPE Planning 3/5 times a week and Kapow Planning 2/5 times per week) &amp; CIP indoors</li> <li>● CIP outdoors</li> </ul>	<p>Weekly planning of:</p> <ul style="list-style-type: none"> <li>● Phonics (Little Wandle)</li> <li>● Maths (White Rose)</li> <li>● Writing (CLPE)</li> <li>● Foundation Subjects (Kapow)</li> <li>● Enquiry Led Learning</li> <li>● Handwriting</li> <li>● Spellings</li> </ul>	<p>Weekly planning of:</p> <ul style="list-style-type: none"> <li>● Phonics/SPAG (Little Wandle/VIPERS)</li> <li>● Maths (White Rose)</li> <li>● Writing (CLPE)</li> <li>● Foundation Subjects (Kapow)</li> <li>● Handwriting</li> <li>● Spellings</li> </ul>
Daily differences per class	<p>Enhancements in the provision and use of adults</p> <p>Role of adults across the class during teacher led sessions</p> <p>Adapted work to include more/less scaffold where appropriate</p> <p>Use of resources</p>	<p>Role of adults across the class</p> <p>Focus groups</p> <p>Adapted work to include more/less scaffold where appropriate</p> <p>Use of resources</p>	<p>Role of adults across the class</p> <p>Focus groups</p> <p>Adapted work to include more/less scaffold where appropriate</p> <p>Use of resources</p>
<p>Planning is collaborative. All teachers must collectively input in the structure of the week's planning, learning objectives, next steps, key vocabulary and resources.</p> <p>Flipcharts/resources must be jointly shared and used across the year group.</p>			

## Books/Online Journals

EYFS	Year 1	Year 2
Phonics Books	Phonics Books	VIPERS books
Early Morning Work Books	Early Morning Work Books	Early Morning Work Books
Guided Reading Records	Guided Reading Records	Guided Reading Records
Writing Books	Writing books	Writing books
Class Dojo Portfolios to record 'Wow Moments' and observations of the children which include next steps. 1 entry should be uploaded to each child's portfolio on a weekly basis.	Maths books Spelling books Art Folders Kapow Folders (per subject) My Happy Mind Journals Class Dojo – weekly post on story pages to share weekly learning on Phonics, Writing, Maths, Foundation Subjects	Maths books Spelling books Art Folders Kapow Folders (per subject) My Happy Mind Journals Class Dojo – weekly post on story pages to share weekly learning on Phonics, Writing, Maths, Foundation Subjects
Happy Handwriting should be used across the school - <b>consistency in modelling of handwriting applies in all lessons.</b>		

## 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:

- Termly SIMS data inputs 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.
- Moderation with other year groups, leaders and other schools to ensure consistency of judgements
- Termly Pupil Progress meetings with senior leaders and middle leaders to plan next steps for all children, including disadvantaged and SEND
- Half Termly Little Wandle 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
- Same day interventions to address misconceptions

## 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 verbal feedback, self-assess and evaluate their own learning.

We believe that good marking practice:

- Requires teacher/pupil sharing of the learning objectives planned
- Incorporates setting aside appropriate time for pupils to work in smaller/1:1 groups and work on any misconceptions for future learning
- Marking is carried out daily, by 'in the moment', 'over the shoulder' marking/feedback
- Is of a positive nature and provides next steps
- Always involves the pupil in reflection and review

<p><b>Highlighters/Pens</b></p>	<p><b>Green</b> for Good - something the child has done correctly that has helped them meet the Learning Objective</p> <p><b>Pink</b> for Think – e.g. if a sentence doesn't make sense, missing finger spaces, number/letter reversal, spelling error, missing punctuation, incorrect grammar</p> <p><b>Purple</b> pen for the child's response when editing their own work</p>
<p><b>Feedback marking (This will take place during the lesson)</b></p>	<p>Marking is undertaken in accordance with the learning objective against.</p> <p>All feedback should be verbal where the Teacher or LSA has discussed the work and future learning with the pupil. The teacher should then expect to see progress from this point onwards within the lesson. Write (VF) where a purposeful conversation has been had regarding feedback/next step.</p>
<p><b>CT/LSA highlight Learning Objective in child's book</b></p>	<p>At the end of marking the child's piece of work, the learning objective is highlighted in:</p> <ul style="list-style-type: none"> <li>- <b>Green</b> if they have met the learning</li> <li>- BLANK [not highlighted] If the child requires more practice to meet the Learning Objective (a same day intervention should be evidenced, see below)</li> </ul> <p>This must be evident in all books in KS1.</p>
<p><b>Next Steps</b></p>	<p>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 Writing, Reading and Maths. Next step stickers should be used in Maths and Foundation Lessons to promote greater depth.</p>
<p><b>Tackling misconceptions and corrections</b></p>	<p>Feedback should be verbal and in the moment in all situations 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.</p> <p>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.</p>

	<p>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.</p>
<p><b>Same Day Intervention</b></p>	<p>If a child has misunderstood a whole piece of work, they will need 1-1 or small group support.</p> <p>This concept 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 a LSA.</p>
<p><b>Peer Assessment and Self-Assessment</b></p>	<p>Year 2 children should be taught to peer assess work against the learning objective or with a given sentence starter. E.g. I like your....</p> <p>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.</p>
<p><b>Recording adult support</b></p>	<p>Use abbreviations: Teacher Assisted – T circled Support Staff Assisted – TA circled</p>
<p><b>Marking expectations</b></p>	<p><b>Writing, Phonics/SPAG, Foundation and Maths Books:</b> all books must be marked by highlighting the learning objective after each lesson. The pink and green next step highlighting is to be used at the teacher's discretion, there is not an expectation for this to be evident in every piece of work if verbal feedback has been provided instead.</p> <p><b>Handwriting and My Happy Mind Journals:</b> these books do not need to be formally marked but a teacher presence should be evident in them e.g. correcting formation/spelling.</p> <p><b>Spelling Books:</b> spellings must be marked during the same day. Correct spellings are to be highlighted green. Incorrect spellings are to have the correct spelling written in pink pen next to the child's attempt. All spelling books to have a stamp at the bottom of the page.</p> <p>LSAs must 'mark in the moment' the books of the children they have worked with in alignment with the above. 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.</p> <p>Cover Supervisors should mark as many books as they can of the lesson they have covered and provide feedback to the teacher post lesson.</p>

## **Evaluating Lessons**

All staff members' emphasise the importance of understanding the marking system and the positive effect the process has upon the pupils. Teachers must evaluate their lessons and reflect upon this in their future planning. LSAs should also provide feedback to inform future planning.

## **Informing Parents**

To strengthen the partnership between the home and school in the education of our pupils, we encourage families to have an understanding of our Teaching, Learning and Assessment Policy. A copy of our policy will be incorporated on the school website and during parent's meetings, teachers will share children's books and explain how the feedback provided relates to next steps.

## **Monitoring and Review**

Marking and Feedback procedures should be monitored continuously by all Middle Leaders to ensure they remain consistent, meaningful and manageable. This policy will be reviewed on an annual basis.