ST. THERESA'S CATHOLIC PRIMARY SCHOOL

Teaching, Learning & Assessment Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy review: March 2021

Next review: March 2023

Policy written by: James Troy
Policy reviewed & passed by: Governing Body
Key person responsible: James Troy

Teaching, Learning and Assessment Policy

"The glory of God is a human being fully alive"

This is the goal of Catholic education; to draw out the potential in each person to the full, in a community which recognises the centrality of Christ as our guide and inspiration. Christ speaks to us in human terms of God, by what he is, says and does.

The Church's Mission in Education, Cardinal Basil Hume, OSB

Our Vision and Aims

In our school we …

- Provide children with a high quality education; our Catholic values and a positive ethos are at the core of the school.
- Develop every child's full potential and strive for the achievements of high standards.
- Provide a safe, welcoming environment where everyone feels valued.
- Nurture the personal, social and spiritual development of individuals into caring and responsible people.
- Encourage excellent behaviour within a framework of mutual trust and respect.
- Promote independence, encouraging children to take responsibility for their learning and behaviour.
- Ensure children have constant opportunities to challenge themselves without restriction.
- Encourage a growth mind-set through our positive learning culture.
- Promote strong links between school, home and community.
- Inspire everyone to develop intellectually, physically and creatively.
- Ensure that all children have equal access to broad, relevant and stimulating teaching and learning opportunities.
- Have challenging expectations of each child.

1. Teaching and Learning

i. Effective Teaching and Learning

At St. Theresa's Catholic Primary School, we recognise that learning is a continuous process which involves acquiring knowledge, skills and concepts, and developing positive and worthwhile attitudes. We strive for Quality First Teaching at all times to promote active learning. We have fostered a Growth Mindset Learning Culture at St Theresa's which is followed by all staff and pupils.

ii. Quality First Teaching:

- Helps children to recognise and value their achievements and successes.
- Differentiates lessons appropriately to meet the range of needs in a classroom.
- Builds on what learners already know.
- Builds secure foundations for subsequent learning.
- Makes learning real and exciting.
- Makes learning an enjoyable and challenging experience.
- Develops the full range of learning skills across the curriculum.

- Actively involves children in their learning.

iii. Growth Mindset

We follow a Growth Mindset learning culture at St Theresa's where everyone – children and adults – move along their learning journey. We follow the Growth Mindset idea that the only way to move along is to make a real effort, to work hard and improve and the way we do that is by challenging ourselves. All the staff and children challenge themselves and each other.

Children are encouraged to try and constantly strive to be better and to not settle for second best. Pupils review their own and each other's learning, they recognise what went well and identify how they could do even better or challenge themselves further, next time. Every child is encouraged to have a go, try something new, and try hard to succeed. Children are constantly challenged through the use of Mild, Spicy and Hot activities. The children choose the level of activity they want to carry out. Children are not grouped by ability and every child can choose the level of challenge that is right for them. This is monitored very carefully by the class teacher and teaching assistant.

iv. Our Growth Mindset Culture includes:

- Recognition that we use our 'Learning muscles' (skills that help us learn) to help us challenge ourselves and achieve.
- The use of the character 'Have a go Mo' as a role model for never giving up and having a go at new things.
- The use of the character 'Fixed Mind Fred' to demonstrate how a fixed mindset can be detrimental to our progress and learning
- An emphasis on self -reflection and evaluation through the use of self-assessment
- A continuous dialogue between teachers and pupils that promotes an awareness in pupils of how they are progressing and what they can do to progress even further
- The use of Green Pen Questions, written by the teacher, so that children can evaluate, edit, improve and extend their learning
- Purple means progress – the use of purple pens for children to edit and improve their work making progress and improvement visible
- The use of Mild, Spicy and Hot activities to enable pupils to choose their own level of challenge. Children are presented with three different activities in their lesson and are given the opportunity to choose the task they believe fits the challenge that they need to continue with the learning of the subject.
- The use of Talk Partners to encourage discussion and give 'talking time'
- No hands up – the use of lolly sticks to select children to answer question in class

v. Effective teaching and learning takes place in an environment in which:

- Relationships provide a confident and positive atmosphere.
- It is stimulating, purposeful and where children's work is valued and displayed appropriately.
- A culture of self-evaluation is evident.
- There is room for reflection.
- Learning is valued.
- There is mutual respect between all members of the school learning community.
- No one is afraid of making mistakes.
- Lessons are well-paced; teachers vary pace to match the task and children's needs.
- Support from home is encouraged.

vi. Teachers and other adults at St. Theresa's Catholic Primary School:

- Actively promote independent learning.
- Encourage children to be responsible for their own learning, their environment, themselves and others around them.
- Ensure learning objectives address the needs of all children.
- Ensure the behaviour of all children allows learning to take place.
- Equip children with the ability to transfer knowledge and skills.
- Have the flexibility to embrace and explore unexpected responses without losing sight of the intended learning outcome.
- Are not afraid to go beyond the objective, to better respond to children's learning.
- Make explicit reference to the learning that is taking place.
- Recognise that children learn in different ways.
- Set learning in a meaningful context and exploit links between subjects.
- Use skilful questioning.
- Have high expectations.

1. Planning

i. Long term planning and curriculum framework

Our planning ensures effective, efficient and creative delivery of the National Curriculum and The Practice Guidance for Early Years Foundation Stage. Curriculum Maps and Curriculum overviews for each year group have been designed to encompass a range of subjects and the development of skills. These are shared with parents at the beginning of the year in the Curriculum Meetings with the class teacher and are on the teaching and learning tab of the school website.

Our plans ensure:

- Knowledge, skills and concepts are developed systematically from year to year.
- Best use is made of links between subjects.
- Effective links enable children to apply the knowledge and skills learned in one subject to others.
- There is a greater coherence to learning by the bringing together of complementary aspects of subjects in a thematic approach.
- Links between subjects are relevant and not contrived.

We recognise that some aspects of the National Curriculum have to be taught outside the linked curriculum approach.

ii. Medium term and short term planning

Our medium term plans are a general overview of the expected skills to be taught each term. These are downloadable from The Way the Truth & the Life for RE, White Rose Hub for Maths, Cornerstones for the foundation subjects, Switch on Science for Science, Get Set 4 PE for PE. These are by no means prescriptive and teachers are strongly advised to supplement the overview with other resources in their weekly planning.

iii. Effective short term planning:

Short term planning is the weekly plan for every class for each subject. This is to be stored on the server in a weekly planning folder for each term.

The files must be saved on the server in the following format

- Staff shared area
- Planning
- 2020-21
- Class / Year Group
- Term (Autumn, Spring, Summer)
- Week number & Date

Each folder must contain:

- the slides for all lessons.
- the resources used eg, writing frame, photograph, picture/ video.

Teachers should

- Ensures plans have clear learning objectives outlining potential steps to success.
- Ensures success criteria is evident.
- Recognises the range of needs and abilities within the class.
- Takes into account SEND and Higher Learners needs.
- 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 peer, self, teacher and TA.
- Plans are adapted in light of daily pupil achievement.
- Identifies opportunities to embed ICT.
- Identifies related home learning activities.

Teachers will differentiate the curriculum appropriately to meet the various needs of children by:

- Task
- Resources
- Outcome
- Adult support

iv. Sharing of Learning Objectives and Success Criteria

The sharing of learning objectives or intentions is a crucial element in the process of teaching and learning. By sharing the objective, we empower children to take ownership of their learning.

We ensure:

- Learning objectives of a lesson are clear, and explained in words that children understood.
- Children understand the purpose of their learning (The Big Picture).
- Task instructions are clearly separated from the learning objective.
- There are clear success criteria, which are discussed and agreed between the children and their teacher.

- Learning objectives and success criteria are visually displayed where appropriate and referred to, except in those lessons where they are to be 'discovered'.
- Learning objectives provide the focus for the teacher to evaluate to what extent the lesson met its aims.
- Learning objectives provide the focus for peer/self-evaluation (and marking).

Learning objectives often begin with:

We are / learning:

to know …	(knowledge: factual information)
to be able to …	(skills: using knowledge and resources)
to understand …	(concepts: understanding reasons, causes and effects, how things work)
to be aware …	(attitude: empathy, awareness of issues)

The purpose of the success criteria is to enable teachers and children to be sure how to judge whether or not the learning objectives have been met. If the learning objective is seen as the 'house', then the success criteria are the 'bricks' used to build the house.

Success criteria are often phrased:

What I am / you are looking for is …
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 …

Success criteria are shared, discussed, and agreed with pupils. They are appropriately differentiated to ensure all pupils can make progress towards the learning objective. Success criteria are used as a basis for the evaluation of the lesson by the teacher and children. This forms part of key questioning and plenaries.

2. Questioning

i. 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 children from the concrete and factual towards the analytical and evaluative.

Questions can help children to:

- Consolidate their learning
- Explore ideas further
- Make connections
- Create new understandings
- Make links to the big picture

- Reflect on their learning
- Think

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:

- By allowing 'thinking time' after each question ensures children have time to think through their response.
- By giving children the opportunity to discuss their ideas briefly with another child or adult (carpet buddies/talk partners, who are changed on a weekly basis) can help them to rehearse their responses, and to feel more confident and prepared.
- By teachers using lolly sticks to randomly select children to answer or by using randomiser on Class Dojo.
- By encouraging children to listen and provide evidence for their views or opinions.

Children are taught how to respond and listen to other children's replies sensitively in order to build consensus or to expose a range of opinions or possible viewpoints.

Effective questions are those that:

- Start with a narrow focus and broaden out; recall first, then encourage fresh thinking eg "tell me more about that?" "Can you give me a different example?"

(or)

- Start with a broad focus and narrow down to detail.
- Signal that participation is valued.
- Stimulate and sustain continuing interest in a topic.
- Help children externalise and rehearse their knowledge by putting it into words.
- Are differentiated, targeting children of all abilities; encouraging all children in the learning.
- Allow children time to think, reflect and gather their ideas before answering.
- Are varied in style.
- Encourage children to take risks; exploring and sharing their ideas in a non-threatening way.

3. 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.

i. Formative Assessment

Formative Assessment 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.
- 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.

One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work.

ii. Summative Assessment

Assessment of learning is the means by which the progress of children is monitored. This includes end of unit tests and teacher's assessments, optional tests as well as statutory end of key stage assessments. A range of this type of assessment is carried out throughout the year. This will look different in different year groups. In year 1 Phonics Tracker is used to assess and monitor the progress of the children as they prepare to sit the Phonics check at the end of Year 1. In Years 2 and 6 past SAT papers are used to assess the children in preparation for the end of Key Stage Assessments. All other year groups use the PIRA and PUMA scheme of assessment to monitor progress of the children in reading and maths.

iii. Examples of effective comments and Questions used when providing feedback

We ensure our comments are written in red and:

- Link to the learning objective; include what the child has done well and what could be improved.
- Encourage children to self-evaluate.
- Include symbols.

- Give examples of what we mean.
- Sometimes provide a question to further children's understanding of the learning objective.

We ensure our questions are written in green pen so they can quickly be identified and answered.

iv. 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 children to reflect upon their own work and set targets. Children are involved in the discussion and agreement of success criteria, where appropriate. They are guided within the plenary element of a lesson to evaluate their progress towards a learning objective using the success criteria.

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?

The following strategies are examples of what can be used for peer and self-assessment.

- Traffic lights – red (I don't understand), amber (I'm nearly there), green (I understand).
- Smiley faces.
- Thumbs up / thumbs down.
- Carpet buddies / talk partners.
- Success criteria templates for children to fill in. (See below)

v. Marking and feedback strategies

We interpret the concept of marking in terms of the feedback we give to children about their work. This feedback may take a number of different forms – oral, written, formal and informal – and may be given on a group basis as well as an individual one.

In order to assist our children to achieve their full potential in all areas of the curriculum, we believe that marking must be positive, clear and appropriate to the purpose, productive as well as a method of guidance and identifying areas for development.

We consider 'marking' to be an integral part of good classroom practice. It plays a fundamental role in the cycle of:-

Planning – Teaching and Learning – Evaluating and Assessing – Planning

We believe that 'marking' should focus on the Learning Objective or personal targets which has been identified and shared with the child. Children need to be aware of what has to be learnt so the feedback is directed and relevant.

vi. Marking statement

The principles behind our marking policy are as follows:

- Marking should be fair and consistently applied by all staff including newly appointed members to the team, support staff and supply staff.
- A range of marking strategies should be used including; Yellow box marking, whole class feedback, verbal feedback, peer and self-assessment.
- Opportunities should be provided for children to respond to marking.
- Learning objectives should be clearly identified and displayed so that specific feedback can take place. These objectives should be presented in language appropriate to the age of the children.
- Where appropriate, success criteria include; on Interactive White Board, stickers, individual copies from board stuck into books etc.
- Children, where possible, need to be involved in generating the success criteria.

vii. Marking and Feedback Strategies used at Foundation Stage (EYFS)

In the EYFS our assessment strategies are based upon observation of all aspects of the children's learning. This is mainly carried out though play situations in child initiated as well as teacher led activities.

- Instant oral feedback is given while children are playing as well as at the end of a session.
- Children's work is shared to demonstrate a learning point or to give praise.
- Written comments or a sticker may be given to the child when a piece of recorded work is displays effort.
- Much of the children's work is displayed to celebrate achievement.
- Record of activity and progress in their Seesaw Journals and Learning Logs.

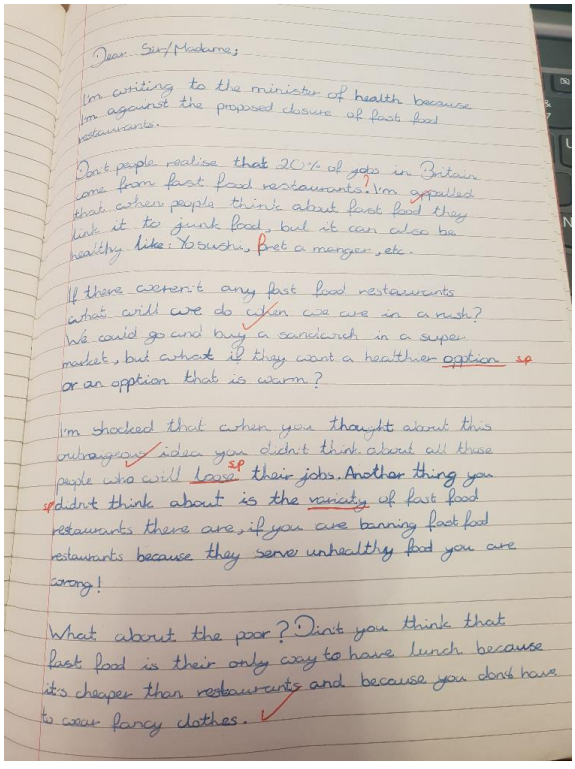
viii. Detailed Marking

- Detailed teacher's marking should focus on the learning intention and agreed success criteria for the task.
- Guided activities are marked by the teacher or TA at the time the work is carried out with the child present. This can be verbal or written according to task
- Work is marked in red for comments and green for questions (see marking code)
- The emphasis should be on both successes and improvements. Comments should encourage children to extend their thinking. In maths, the ways forwards comment may take the form of a challenge or a worded question that challenges them to use and apply their knowledge from the lesson.
- Ways forward or "remember to" comments should be included and made explicit using red for comments and questions in green.
- Positive comments and ways in which the child can move forward indicated in red. Teachers should also be conscious of checking the quality of peer and self assessments made by children

At the bottom of a piece of work the following codes will be used:

T	Teacher
PT	PPA Teacher
TA	Teaching Assistant
SA	Self Assessment
PA	Peer Assessment
GG	Guided Group Work
I	Independent
VF	Verbal Feedback
TP	Worked with Talk Partner
S	Supply + Initials

Examples of marking



Dear Sir/Madame;

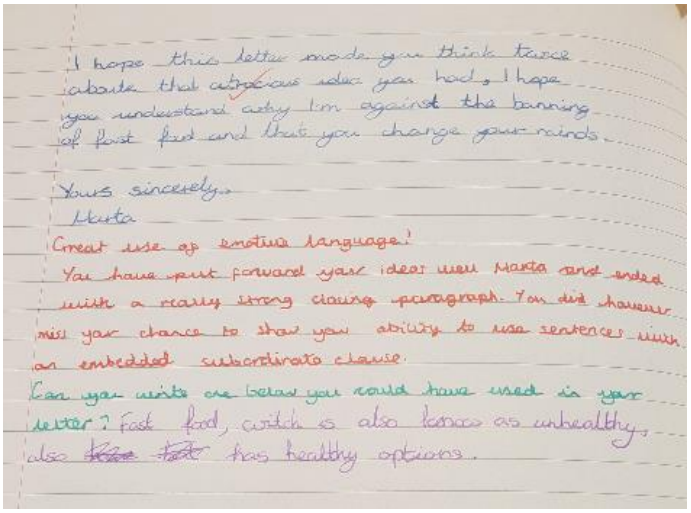
I'm writing to the minister of health because I'm against the proposed closure of fast food restaurants.

Don't people realise that 20% of jobs in Britain come from fast food restaurants? I'm appalled that when people think about fast food they link it to junk food, but it can also be healthy like: Yo sushi, Pret a manger, etc.

If there weren't any fast food restaurants what will we do when we are in a rush? We could go and buy a sandwich in a super market, but what if they want a healthier opption sp or an opption that is warm?

I'm shocked that when you thought about this outraigeous idea you didn't think about all those people who will loose sp their jobs. Another thing you sp didn't think about is the variaty of fast food restaurants there are, if you are banning fast food restaurants because they serve unhealthy food you are wrong!

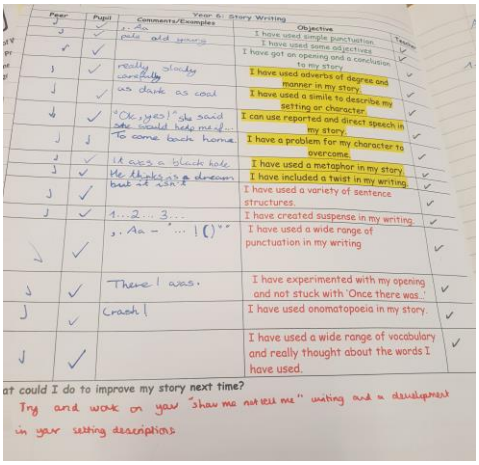
What about the poor? Din't you think that fast food is their only way to have lunch because it's cheaper than restaurants and because you don't have to wear fancy clothes.



I hope this letter made you think twice about that atrocious idea you had, I hope you understand why I'm against the banning of fast food and that you change your minds.

Yours sincerely,
Marta

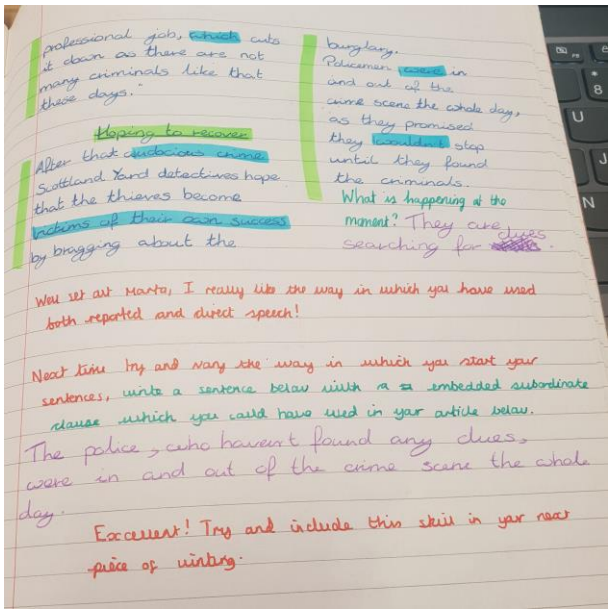
Great use of emotive language!
You have put forward your ideas well Marta and ended with a really strong closing paragraph. You did however miss your chance to show you ability to use sentences with an embedded subordinate clause.
Can you write one below you could have used in your letter? Fast food, which is also known as unhealthy, also ~~[illegible]~~ has healthy options.



Year 6: Story Writing

Peer	Pupil	Comments/Examples	Objective	Teacher
J	✓	,. Aa	I have used simple punctuation.	✓
J	✓	pale and strong	I have used some adjectives	✓
✓	✓		I have got an opening and a conclusion to my story	✓
J	✓	really slowly carefully	I have used adverbs of degree and manner in my story.	✓
J	✓	as dark as coal	I have used a simile to describe my setting or character.	✓
J	✓	"Ok, yes!" she said she would help me if...	I can use reported and direct speech in my story.	✓
J	J	To come back home.	I have a problem for my character to overcome.	✓
J	✓	It was a black hole	I have used a metaphor in my story.	✓
J	✓	He thinks is a dream but it isn't	I have included a twist in my writing.	✓
J	✓		I have used a variety of sentence structures.	✓
J	✓	1...2... 3...	I have created suspense in my writing.	✓
J	✓	,. Aa – "... ! ()""	I have used a wide range of punctuation in my writing	✓
J	✓	There I was.	I have experimented with my opening and not stuck with 'Once there was..'	✓
J	✓	Crash!	I have used onomatopoeia in my story.	✓
J	✓		I have used a wide range of vocabulary and really thought about the words I have used.	✓

at could I do to improve my story next time?
Try and work on your "show me not tell me" writing and a development in your setting descriptions



professional job, which cuts it down as there are not many criminals like that these days."

Hoping to recover

After that audacious crime Scotland Yard detectives hope that the thieves become victims of their own success by bragging about the burglary.
Policemen were in and out of the crime scene the whole day, as they promised they wouldn't stop until they found the criminals.
What is happening at the moment? They are searching for ~~[illegible]~~ clues.

Well set out Marta, I really like the way in which you have used both reported and direct speech!

Next time try and vary the way in which you start your sentences, write a sentence below with a embedded subordinate clause which you could have used in your article below.
The police, who haven't found any clues, were in and out of the crime scene the whole day.

Excellent! Try and include this skill in your next piece of writing.

ix. Target Setting

In addition to the end of key stage targets which are formally set and reviewed in the Autumn Term, we set targets as part of our on-going school monitoring and evaluation cycle.

These may include:

- Numerical targets in Reading, Writing and Maths for every child in each cohort are set and reviewed throughout the year. These targets are monitored to check children are 'on track'. Pupil progress meetings take place with the Executive Headteacher / Head of School/ Inclusion Leader termly to discuss targets and progress (with the exception of Y6 which happen more regularly).
- There are strong links between the SIP and each class's targets.
- Short term targets are set as part of the marking / feedback process. A range of age appropriate systems are used to record and review individual targets, including individual target folders.

x. Tracking

The children have their progress tracked through the Puma and Pira online reports. Year 6 have their assessments tracked via Microsoft Excel to be used throughout the school to track progress from one year to the next.

This system enables us to:

- Track progress.
- Identify children who are falling below their expected progress and age related expectations in order to modify their learning and enable them to get back on track.
- Identify children who are exceeding their age related expectations and provide them with learning opportunities which challenge them and embed their skills and knowledge.
- Identify if there is variation in the performance of different groups of children e.g. gender differences, SEND, EAL, disadvantaged, more able.
- Identify variations in performance in different subjects.

4. Reporting to Parents

Parents are invited to attend parent consultations evenings in the Autumn and Spring Terms at which staff discuss progress and targets for individual children. Throughout the year parents are given copies of children's termly assessments to see the gaps in their knowledge. In the Summer Term parents receive a written report on their child's progress during the academic year. This includes targets for improvement. They are also invited to an open evening to see evidence of their child's learning displayed in the classroom. They also have an opportunity to discuss their child's report with the class teacher. Year 2 and Year 6 parents receive their child's National Curriculum end of Key Stage assessment levels. EYFS parents receive their end of year assessment and Year 1 parents receive the result of their child's Phonic Screening Check.
Parents are invited to discuss and review additional needs plans on a termly basis.

i. Monitoring of Teaching and Learning / Self-Evaluation

We have an on-going, whole school approach to the monitoring and evaluation of teaching and

learning. Our School Self-Evaluation (SSE)and Monitoring and Tracking Guide sets out a timetable for when various areas are monitored. The focus for this monitoring is derived from identified school priorities from the SSE and draws on the following:

- Lesson observations.
- Work scrutiny – progress in books
- Planning scrutiny.
- Discussions with children – School Pupil Voice
- Discussions with stakeholders.
- Analysis of assessment results.
- Analysis of evidence from Provision Mapping.
- Targets set at appraisal.

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

Evidence from monitoring feeds into:

- School Improvement Plan.
- School Self-Evaluation (SSE).
- Continuing Professional Development (CPD) Planning.
- Focus of Teaching & Learning monitoring.
- Appraisal.
- Reports to the Governing Body.

The monitoring and evaluation of teaching and learning is carried out at all levels within the school from the Senior Leadership Team (SLT) to subject leaders, class teachers as well as members of the Governing Body.

ii. Inclusion

We aim to be a fully inclusive school community and to involve all members of the school community in decision-making and policy development. We regard staff, parents and children as undertaking a joint enterprise to make learning exciting and positive for everyone. We are all members of a team working co-operatively to this end. Our aim is to provide the best possible learning experiences for all; this includes finding necessary support to individuals or groups of children who require something extra to meet their needs.

iii. Conclusion

This policy for Teaching, Learning and Assessment reflects the consensus of the whole teaching staff, and has the full support of the Governing Body. The implementation of the policy is the responsibility of all the teaching staff and the Headteacher. All adults supporting the children's learning in the classroom, must be aware of this policy.

Reviewed: October 2020
To be reviewed again: October 2022