



# **Bonnygate Primary School**

## **Teaching, Learning and Assessment Policy**

**Signed: N. Townshend**

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## **Contents**

- 1.** Introduction
- 2.** Vision and Aims
- 3.** Planning
- 4.** Effective teaching and learning
- 5.** Google Classroom
- 6.** Assessment
- 7.** Learning Passports
- 8.** Marking and Feedback
- 9.** Target Setting
- 10.** Monitoring
- 11.** Reporting
- 12.** Conclusion

## **1. Introduction**

Teaching, Learning and Assessment is at the heart of Bonnygate Primary School. 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 Bonnygate'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;

- Provide children with a high-quality education; ensuring children become resilient learners (Self-help)
- Promote independence, encouraging children to take responsibility for their learning and behaviour (Self-responsibility)
- Develop every child's full potential and strive for the achievements of high standards (Equity)
- Provide a safe, welcoming environment where everyone feels valued (Equality)
- Nurture the personal, social and spiritual development of individuals into caring and responsible people
- Encourage good behaviour within a framework of mutual trust and respect and encourage children to be responsible for their own behaviour (Self-responsibility)
- Promote strong links between school, home and community (Solidarity)
- Play a full and developing role in the local and extended community (Solidarity)
- Ensure that all children have equal access to broad, relevant and stimulating teaching and learning opportunities which include using the outdoor environment (Equality)
- Have challenging but realistic expectations of each child
- Develop 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 Development Matters for Early Years Foundation Stage. The school developed a History based curriculum where other foundations subject are taught through. Long-term planning ensures full coverage and progression of statutory requirements within each subject for each year group.

Teachers work in year groups to produce half termly or termly medium-term plans for their year groups. Each half term these are shared with parents and placed onto the school website. Subject progression of what has actually been taught is tracked and checked by class teachers and subject leads, and any gaps are addressed through addition of lesson(s) in subsequent topics.

### **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 and Primary Framework

The Development Matters for Early Years Foundation Stage

Read Write Inc

PSHE Programme

Published schemes of work e.g. Rigalo, Charanga, White Rose Hub, Spelling Shed, Champions Rising Stars

## **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 or notes will be added to PowerPoint/teaching slides.

### **Effective short-term planning, PowerPoints/Teaching Slides:**

- ensures teaching slides have clear learning objectives outlining potential steps to success
- adapt the learning for the needs and abilities within the class
- takes into account One Plans (SEND K and EHCP), Disadvantage, EAL and G & T 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 self, peer, teacher and TA
- teaching slides are adapted in light of daily pupil achievement e.g. addressing misconceptions or moving the children on and challenging them further to consolidate learning.
- identifies opportunities to embed ICT
- highlights resources required

Teachers will adapt the curriculum by:

- task
- resources
- outcome
- adult support

## **4. Effective Teaching and Learning**

### **Sharing the Learning Objective and Success Criteria**

The sharing of learning objectives 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 children understand
- 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 and 'success criteria' are referred to throughout the lesson
- learning objectives provide the focus for the teacher to evaluate to what extent the lesson met its aims
- learning objectives and success criteria provide the focus for self/peer evaluation (and marking)

### **Learning objectives often begin with:**

- 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 of (attitude: empathy, awareness of issues)
- To evaluate (understanding a concept and apply in different situations) To analyse/To create (To apply the new learning into different contexts)

The Success Criteria are often discussed with the class and children have an input to these. Children use these to evaluate their learning within the lesson. An 'extension' success criterion can also be given to extend children who complete the main activities.

### **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, and it is good practice to base these on Bloom's taxonomy.

#### **Questions can help children to:**

- consolidate and embed 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.

#### **Examples of strategies include:**

- Quiz Quiz Trade
- Silent Debate
- Spoof assessments
- Exit Tickets
- Jigsawing
- Rally Coach

These strategies are growing as teachers share good practice with each other during staff training. This results in children being more engaged in lessons and learning. The use of the outdoor environment to enhance learning is recognised, and teachers plan in opportunities for children to engage in outdoor learning activities every half term as far as is practicable. This might be for a practical maths lesson, 'ongoing' science focussing on the natural world, art or design, etc. The school also offers Forest School sessions to children in order to broaden their experiences.

## 5. Google Classroom

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.

These are monitored by the class teacher and provide another layer to the assessment process. Subject leads set up competitions using the software, and children are rewarded on a Friday assembly with a certificate (TT Rockstars). 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 – 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 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 each half term before the holiday on that half terms work (see **Appendix 1**) and are recorded on Target Tracker.

Assessments are analysed and these, along with teacher judgements and evidence from children's work and lessons are used to identify individual and class knowledge gaps and this feeds directly into the next steps, individual targets and planning cycle.

These outcomes are (once per term) communicated to both pupils and parents at Termly Learning Conferences. Subject leaders (core) 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. SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond).

**AFL (Assessment for Learning):**

Teacher 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
- Targeted questioning
- ‘Helicopter’ marking that links to the success criteria during the lesson
- 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.

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?

In the foundation subjects’ children use the below to self-assess against the learning objective:

✓	Children are unclear and have not met the learning objective.
✓ ✓	Children are beginning to understand the learning but need some more work on this to ensure it has been embedded.
✓ ✓ ✓	Children have understood the learning and completed independently.

**7. Learning Passports**

Learning Passports are evident in Geography and History books and support the children with new learning, vocabulary, primary and secondary sources (History), key knowledge and skills and links with each other. This document supports teachers with formative assessments. There is a document in place which informs new and current staff in how to use Learning Passports in their classroom. See Appendix 2.

**8. Marking and Feedback Policy**

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

**9. 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 Target Tracker. These targets are monitored throughout the year to check children are 'on track'. Pupil Progress Meetings take place with the Headteacher and Senior Leadership Team termly to discuss targets and progress.

Curriculum targets for the whole school for reading, writing and Maths. These are then layered for each year group and for groups within a year if appropriate.

Curricular targets are set and reviewed half-termly. 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.

### **Additional support targets**

Individual targets are shared with parents at consultation meetings and recorded. These may be for additional educational needs, welfare or behaviour, for example.

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.

## **10. 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 School Development Action Plan and draws on the following:

- direct lesson visits 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 Professional Development, which is evaluated and reviews at their one to one meeting. 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:

- School Development Plan
- School Self-Evaluation discussions
- School Termly Monitoring & Monitoring Reports
- Subject Action Plans
- CPD Planning
- Classroom observations
- Performance Management
- Reports to the Governing Body
- School Improvement Partner discussions



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 Governing Body.

## **11. 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 will be 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 a meeting 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 :

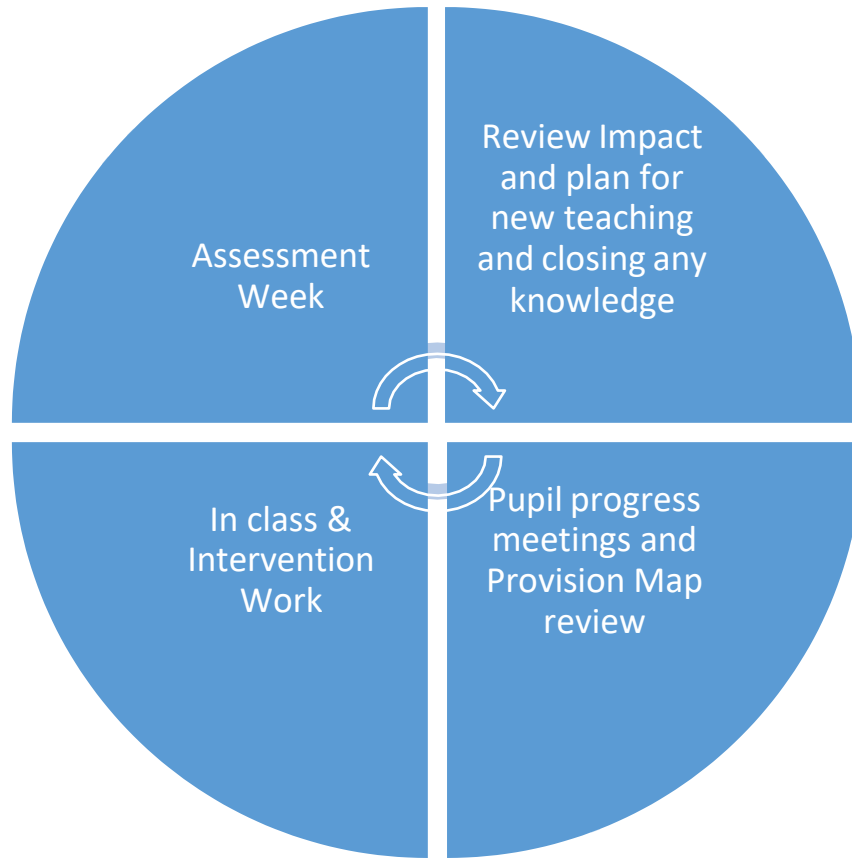
- Good home /school relationships.
- Information for parents each term.
- An opportunity for discussion with parents.
- In some cases, information with outside agencies.
- Targets for the children.


A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

## **Conclusion**

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

**Appendix 1**  
**Monitoring and Evaluation Cycle (half term).**



<b>Bonnygate Primary School</b>		
<u>How to use our Learning Passports</u>	<b>23.24</b>	

1. Give the learning passport to the children before the start of a unit to encourage discussion and prior research.
2. Glue it in their book before starting work on the unit to focus the children and support in deepening their knowledge in a particular area.
3. Talk through the learning passport at the beginning of the unit, asking the children what information has sparked their interest, and if they have any questions.
4. Use the learning passport as a regular retrieval tool. Mix up practice using short, low stakes quizzes, games, partner discussion, and so on, rather than constant formal testing. Do the children know more than is included on the learning passport? Ask higher-level 'why' questions to stretch the children's understanding and add detail. This is the ideal scenario, as it means they have deepened their knowledge beyond the baseline outlined on the learning passport and have formed stronger subject schemas.
5. Use the learning passport to identify knowledge gaps throughout the topic.
6. Display an enlarged copy of the learning passport on a working wall, encouraging children to add information around it during the unit.
7. Make links between learning passports to help children understand how their learning connects. For example, remind the children of a previous year's learning passport and discuss how their new knowledge links and builds upon it.
8. Use the learning passport as a handy spelling and vocabulary reminder. Keep it visible at all times and expect the children to use the proper vocabulary correctly.
9. Children are to highlight vocabulary on the learning passport as they learn it within the lesson. This can also be added to by the children on the learning passport.