



TEACHING, LEARNING AND ASSESSMENT POLICY

RESPONSIBILITY FOR REVIEW: Principal
DATE OF APPROVAL: 11.09.19

OUR VALUES

At Dixons Marchbank, we build a partnership between parents/ carers, children and teachers that puts learning first.

Our teachers have high expectations of all learners and work hard to ensure that all children achieve. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximise learning, ensuring that learning is built upon and where necessary extra support is provided. They seek to promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.

The protocols, routines and development of good learning habits are embedded across our school and this policy assumes that all teachers will remain consistent in the way they are applied in the classroom. This enables the promotion of positive attitudes, good behaviour and moral understanding in order to nurture self-esteem so children are motivated to learn.

The values of aspiration, collaboration and excellence underpin achievement for all children and staff at Dixons Marchbank and it is these values that will be evident in all classrooms. It is a focus of these values that should form the basis for any discussion with students who fail to display good learning habits and who as a result are not reaching their potential.

THE AIMS OF THIS POLICY

To establish a strong culture of learning through an agreed set of practices and a shared language, we believe it is vital to:

- Develop teacher professionalism through providing training that develops the subject knowledge, effective formative assessment and understanding of child development
- Collaborate with each other in order to ensure progression of objectives, engagement and enthusiasm in learning through the use of schemes of work and short term planning
- To ensure a common high quality of experience for all children to help maximize each individual's learning, whilst supporting creativity and individuality within teaching and learning.

THE SCOPE OF THIS POLICY

This policy builds on other core curriculum and behavioural policies to provide a framework for excellent teaching, learning and assessment.

Expectations of Teaching and Learning

All staff understand that it is their professional duty to provide a broad and balanced curriculum that meets the demands of the new curriculum.

In addition, all staff are expected to meet Career Stage Expectations and the Teachers Standards These expectations of Teaching and Learning are utilised within every lesson to ensure that **"every minute counts"**.

We promote flexibility in teaching, no one way is recommended, in order to keep lessons focussed and engaging we expect teachers to use a range of strategies including:

- Whole class teaching
- Split introductions
- No introductions
- Modelled work
- Guided work
- Collaborative work
- Independent work
- 1:1 work

As many of our children have English as an additional language, we ask teachers to take this into account and provide lessons that make learning more accessible by:

- Making the verbal curriculum more visual
- Make the abstract curriculum more concrete
- Develop interactive and collaborative teaching and learning styles
- Think about the language demands of the curriculum (oral and written) and provide models
- Use drama and role play
- Provide opportunities for exploratory talk
- Provide opportunities to talk before writing
- Develop higher language understanding through use of key words and phrases
- Promote the use of full sentences that are grammatically accurate

As a result of the above core principles we expect:

- All staff to be actively engaged in every lesson, be that supporting or assessing learning
- Every child to have worked with the teacher within a week, but also to have time to work independently
- Lessons to be designed to build on the needs of the children

Planning

We believe that planning is about the mapping of a learning journey, children may well start at different points but the aim is to support them in achieving a set outcome and teachers use their professionalism in order to identify how best to do this. We work together in phases to plan in order to share expertise and ideas, which enables us to ensure consistency across classrooms.

As a consequence, we expect clear planning documents to be devised by teachers for English, maths and Foundation areas. We promote the use of cross curriculum planning within the wider curriculum that motivates and engages children in learning making links between subjects where applicable and teaching certain areas in isolation where necessary. As a result of this we do not expect a set amount of time each week to be spent on one certain subject, instead we ask that over the half term/term

enough time is provided to each subject in order to achieve the learning required within the subject/topic.

Short term planning to us is about breaking down the learning objectives in order to facilitate learning at the required level for each child. Teachers have the professionalism to work out how best to do this and as such no set format is required. We simply ask teachers to ensure there is an intelligent sequence to their planning that takes account of effective formative assessment.

Effective Formative Assessment

In order to ensure our teaching impacts on learning we constantly utilise effective formative assessment. This helps us to identify where a child is within the learning journey and what steps are needed in order to realise the learning required. Use of EFA is vital to ensure our planning maximises the teaching and learning opportunities available to us.

In order to ensure our planning takes into account where a child is, we carry out pre-assessments in order to determine starting points.

There are a range of EFA strategies and techniques that can be utilised and we encourage teachers to use these, however there are some core strategies that we all use:

- Targeted open ended questioning (ensuring that it is not only those with hands up that respond)
- Follow through questioning
- Encouraging all children to have a go (if they do not know, let them ask a friend, but come back to them and ask again)
- Involvement of children in self and peer assessment
- Use of targets for all children (in writing these focus on need rather than objective, in maths they focus on mental skills and strategies and in reading they are determined by group)
- Feedback to challenge understanding and promote responses from children to demonstrate understanding or greater challenge (see feedback and response policy)

At the end of an English or maths lesson we review children's understanding and where necessary adapt planning or provide extra support to challenge any misconceptions. Our aim in doing this is to ensure that every child understands the main ideas taught in the lesson.

At the end of units of work we set activities, challenges or tests that help us to determine how well children have understood the skills and knowledge they have been learning. We utilise the information from this to plan further learning opportunities or to set interventions where needed.

We regularly update our curriculum progression documents to identify which objectives children are working on and have understood in order for us to be more reflective about what has worked and to analyse what is required next.

Our assessments are based on 3 core principles and we review these at the end of each 13 week cycle:

1. What years objectives children are working on

The vast majority of children will be working on the objectives assigned to the year they are in. Some children may have gaps from previous years, but as they are able to access the curriculum of the year group they are in, we teach to the level required and provide additional support in order to consolidate previous learning.

However, there will be a small minority of children with Special Educational Needs who will not be able to access these objectives, and as such they will be being taught on a previous years objectives; this will be evidenced clearly in their books, demonstrating progression in line with the objectives of that year

2. How well children understand the knowledge and skills taught

We break this down through understanding of the objectives taught, which are cumulative during the year, into 3 parts:

Year group low = 0-33% understanding of the objectives within that year

Year group mid = 34-66% understanding of the objectives, including the same % of key objectives

Year group high = 67% + understanding of the objectives, including almost all key objectives

3. How well children can manipulate their learning in different contexts

This is an expression of how a child is learning over time, it is based around Bloom's taxonomy of learning:

#1 = Knowledge

#2 = Application

#3 = Analysis

#4 = Synthesis and Evaluation

By assessing on these three core principles we gain a much deeper understanding of where children are and how to manage their learning in future, in order to either challenge them further or support them in accelerating their progress.