

# Hipsburn Primary School Teaching, Learning and Assessment Policy

May 2020



## Hipsburn Mission Statement

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

Rationale

Our vision is to create a culture for success, backed by a belief that all can achieve. Our golden threads of resilience, responsibility and reflectivity are the foundation for all we do at Hipsburn Primary School. We will focus on providing an environment that is intellectually, socially and physically supportive of learning. This policy will ensure that there is a shared understanding of the school principles across the school community and that there is a collaborative effort to implement these principles in ways appropriate to the specific school cohort.

The learning environment created at Hipsburn Primary will be supportive and productive in promoting responsible, resilient and reflective learners. Teachers will build positive relationships with, and value each pupil. Through teacher modelling and classroom strategies based on co-operation and mutual support, an environment will be created where pupils feel comfortable to pursue inquiries, be confident and resilient when making mistakes and reflect that this is an important part of learning and to be able to express themselves. Learning will incorporate children taking responsibility for their learning and being prepared to pursue and try out new ideas for themselves.

Teacher questioning will be open-ended in most instances and designed to promote depth and breadth of knowledge and understanding. Teachers will provide pupils with questions or challenges as the impetus for learning and encourage and support pupils to construct their own responses to such questions. As a school we foster enquiring minds and we want children to ask questions.

Teaching will develop not only knowledge but ways of reasoning with evidence and the skills needed to successfully solve problems. Challenging tasks, using the Bloom's Revised Taxonomy guidelines and principles, will be considered when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, interpretation, analysis, evaluation etc.

At Hipsburn Primary it is expected that teachers have a deep knowledge of the curriculum they teach. As well as a strong understanding of the material being taught, teachers are also expected to understand the ways pupils think about the content, evaluate the thinking behind pupils' own methods, and identify pupils' common misconceptions. Teachers will understand that pupils develop at different rates and also learn new ideas more or less quickly and that they should be provided with the time, conditions and encouragement they need to learn in stimulating ways. Children should be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.

The effectiveness of teachers' knowledge and understanding will be demonstrated in the children's understanding of their new learning. The learning objective makes clear the knowledge and skill to be mastered within the lesson. Tasks support children in ensuring that they know, understand and have opportunities to apply their learning in order to have met the learning objective for each lesson at a basic, secure or deep level.

To develop mastery, pupils will be expected to acquire component skills, practise integrating them, and through reflection, know when to apply what they have learned.

Pupils will develop not only the skills and knowledge necessary to perform complex tasks, they will also practise combining and integrating them to develop greater fluency and automaticity. Pupils will be challenged and supported to develop deep levels of thinking and application. Learning tasks will be designed to encourage and support pupils to move beyond their current understanding and think more deeply about ideas and practice. Activities will be consistent with pupils' maturity and are designed to both engage their interest and challenge them to succeed. It will be made clear to pupils what is expected of them, what they are trying to learn and why. Teachers will enhance motivation and purposeful learning by making clear to pupils the long-term outcomes expected from their learning. Teachers will be clear about the learning journey and will focus on: Why this? Why now? What next? Marking and feedback of work, completed by the child, will further encourage and challenge them to deepen their understanding further. (The Marking Policy can be accessed on the school website.)

At Hipsburn Primary School it is acknowledged that assessment practices are an integral part of teaching and learning. The primary purpose for assessment is to improve and further tailor the learning journey for each child. Assessment provides all learners with the capacity to demonstrate what they know, understand and can apply. This provides teachers with information that will improve learning. One of the principal functions of our assessment system is to identify pupils at risk of falling behind, in terms of achievement, from age-related expectations.

Assessment will contribute to planning at a number of levels. Monitoring of pupils' learning will be continuous and encompass a variety of aspects of understanding and practice. Assessment criteria will be explicit and feedback designed to support pupils' further learning and encourage them to monitor and take responsibility for their own learning.

The assessment system will enable teachers and school leaders to understand current levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School-wide evaluation processes will enable school leaders and teachers to use all assessment information to better understand and improve pupils' learning.

At Hipsburn Primary we value the partnership role our parents have within the wider lifelong learning arena. Assessments will ensure that pupil progress and attainment is reported to parents in a useful and meaningful way that allows parents to play a full part in their children's learning. This includes the effective use of homework to consolidate work and to prepare children for learning to come.

### **Formative Assessment**

Teachers assess pupils' learning throughout all lessons. This is done in a range of ways including observation, discussion with pupils, questioning, marking, quizzes and scanning of work. This helps pupils to measure their learning and understanding against each learning objective and identify where they need to target their next efforts to improve. It allows teachers to understand pupils' performance on a continuous basis and to identify pupils who are struggling, when they have consolidated learning and when they

are ready to progress. This enables teachers to provide appropriate support or extension learning activities as necessary. Formative assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. These assessments are completed on an ongoing basis and may be seen through observation notes, feedback in pupils' books and through self/peer marking.

## Summative Assessment

In-school summative assessments take the form of half termly testing, short end of topic or unit tests and Individual Learning Plans (ILP's) for pupils with SEND. National summative assessment includes the Statutory Assessment Tests (S.A.T.s) and teacher assessments at the end of Key Stage 1 and 2, Phonic Testing in Year 1 and Multiplication Testing in Year 4. These assessments provide pupils with information about how well they have learned and understood a topic taught over time and can be used to provide feedback on how they can improve. It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning. In-school summative assessments will also allow school staff and leaders to monitor the performance of pupil cohorts from their starting points and identify where interventions may be required to ensure pupils make sufficient progress and expected attainment. Summative assessments can also be used to report to parents about achievement and progress. The school will collect summative data on a termly basis using assessment information from testing in the form of 'Rising Stars' tests and evidence collated from ongoing teacher assessments. This data is analysed and allows for early identification of groups or individuals that may be at risk of falling behind their peers. Teachers analyse the data allowing them to plan more effectively in addressing areas identified as being weaker. On a termly basis, teachers will also submit a predicted level for each child as to whether they are expected to reach an emerging, expected or exceeding level of attainment against the age appropriate curriculum at the end of the academic year. Nationally and locally, standardised summative assessments provide information on how pupils, and the school, are performing in comparison to pupils and other schools nationally and locally. This allows the school to understand national expectations and assess performance in a broader context. At Hipsburn Primary School these assessments are completed during the month of May by all Year 2 pupils in the form of Key Stage 1 Statutory Assessment Tests (S.A.T.s). Pupils in Year 6 will also complete S.A.T.S during the month of May. These results provide information on how pupils, and the school, are performing in comparison to pupils and other schools nationally.

Pupils will have the opportunity to engage as fully as possible in the teaching, learning and assessment process. It is important that pupils need to be able to connect new experiences to what they already know and can do. Therefore, learning experiences will be meaningful and involve pupils in both doing and reflecting. As part of the reflective process, pupils will be helped to make connections between apparently unrelated ideas and experiences and different areas of knowledge. They will learn to carry out relevant actions (do, imitate, plan, experiment, test, create, rehearse, make, choose, try alternatives) and reflect upon and make sense of the results of those actions (What does this mean? Why did that happen? Am I surprised by this answer? Does it make

sense? How is this problem like others I have seen before? What worked? Why? How does this connect with other learning? Are these ideas related?). Teachers will emphasise the interconnectedness of knowledge, skills and values, both within and across different learning areas.

Moderation and standardisation takes place within school and also across schools in the Alnwick Partnership. Teachers attend moderation training and are updated at briefing sessions that are managed by the Local Education Authority.

### Role of Leaders at Hipsburn Primary School

The headteacher and deputy headteacher will monitor teaching and learning across the school by:

- planning classroom visits with a clear aim and providing written feedback within 48 hours
- monitoring the quality of teaching and learning across the school to identify training needs
- studying the analysis of performance and intervention data to gain a clear picture of the schools' strengths and areas for development
- questioning pupils about their learning to ensure they have a deep understanding
- providing resources to support this policy
- monitoring the performance of pupils by analysing data and by discussions with the class teachers, ensuring the needs of all pupils are met so all make at least expected progress from their individual starting point
- making effective use of relevant research and developments in education to improve standards
- planning learning walks to provide evidence for actions they have implemented
- monitoring and assessing the progress the impact of this policy, reviewing it annually in line with national, local or school policies and/or initiatives

### Leaders will:

- scrutinise pupil books, identify next steps and conduct reviews
- monitor the performance of pupils by analysing data in reading, writing, maths, phonics and multiplication tables as required
- make effective use of relevant research and developments in education to improve standards
- plan Learning Walks to provide evidence for actions they have implemented

### Governors will:

- work closely with the Senior Leadership Team and Subject Leaders
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the Governing Body after the completion of a Learning Walk / or a meeting with subject leader (agreed actions from the School Development Plan / Self Evaluation)
- annually report to the Governing Body on the success and development of this policy

### What does good teaching look like at Hipsburn Primary School?

At Hipsburn Primary School we aim to ensure that teaching includes appropriate combinations of the following elements:

- Planning that is appropriate to the needs of all pupils and is flexible to meet the ever changing needs of the class in response to ongoing assessment
- High expectations and challenge for all pupil groups regardless of their ability, developing every child's resilience for learning
- Vigorous pace
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner (visual, auditory, kinaesthetic)
- Secure subject knowledge across all areas and have training in line with the School Development Plan
- An exciting, enthusiastic approach to learning which not only inspires but motivates and engages our children
- Clear focus through explicit learning objectives and success criteria, which identify what learners need to understand and be able to do in order to achieve
- Effective use of teaching assistants and resources to impact upon the children's learning
- Safe environment with appropriate risks assessed
- Deepened thinking
- Positive behaviour management strategies that motivate and encourage pupils to respond appropriately and help create a climate for learning
- Opportunities for self-evaluation and reflection throughout the session
- A consistent approach in line with whole school policies and procedures
- Each and every child makes at least expected progress in their learning from their individual starting points
- A relaxed yet purposeful learning environment
- Learning is linked to pupils' prior skills, knowledge and understanding
- The effective use of a range of effective questioning e.g. open and closed questions
- Pupils are encouraged to generate their own questions
- Information presented in short chunks, enabling pupils to maintain their concentration
- Good interaction and communication between children as well as adults and children



- Creative ideas are valued and actively encouraged
- High quality marking and feedback, in a variety of forms, ensures all children know how to improve their work further
- Appropriate resources that engage the children in their learning

### What does good learning look like at Hipsburn Primary School?

We challenge and encourage all of our staff and pupils to be good learners. A good learner is someone who:

- Is resilient and knows making mistakes is important and part of learning
- Is responsible for their own learning including attendance, preparation for tests and lessons e.g. punctual, correct kit, homework
- Reflects on what they do well and what they could do better
- Makes learning connections
- Is enthusiastic, attentive and responsive
- Enjoys learning and finds it fun
- Gives others a chance to talk
- Is a an active listener
- Is kind and helps others
- Co- operates with others
- Listens and respects what others think
- Is confident to join in
- Takes pride in their work
- Is resourceful, accessing what they need to succeed
- Shares ideas
- Works hard
- Asks questions
- Asks for help appropriately
- Tries different ways to solve a problem
- Takes a risk and 'has a go,' just outside their comfort zone
- Checks they have understood
- Can explain their thinking

### The Learning Environment

At Hipsburn Primary School we know that a positive learning environment sets the climate for learning and enables all children to access the curriculum. It is our aim that every space in school should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school
- Reflect cultural and racial diversity beyond our setting
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including learning technologies
- Remind children that they are working towards goals and targets in their learning

- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum
- Help raise self-esteem and confidence
- Be stimulating and thought provoking with the use of interactive displays, resources and different zones within each classroom as appropriate, encouraging children to explore, investigate and learn
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings
- Make children feel they belong and can foster a sense of pride within it
- Be safe, both emotionally and physically
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- Promote an appropriate atmosphere for learning that reflects the school's vision and policies
- Be well organised and uncluttered, using available space to best advantage

## Effective Teaching and Learning

In order to facilitate good teaching and learning as a school we commit to:

- Consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement
- Having a good understanding of the school curriculum- the skills, concepts, knowledge and attitudes which are the goals of the learning process
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- Maintaining good discipline based on mutual respect, in line with our School Vision and Behaviour Policy
- Using a cross curricular approach to broaden and deepen learning
- Using long term curriculum plans to guide our teaching that detail what is to be taught in each year group
- Using a range of organisational strategies and teaching methods to suit
- Employing a range of different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively
- Making sure that the activities we provide for the children extend their knowledge, skills and understanding
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress
- Ongoing and continuous professional development in areas which will benefit the whole school

## Ensure our medium and short term planning:

- Is shared with the staff linked to each class



- Includes information as required e.g. tasks to be set, resources needed, the way children will be grouped
- Includes clear learning objectives which are shared with and understood by the children (learning objectives and success criteria)
- Has a clear, teaching sequence

### **Accessibility of policy documents**

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current school policies are available for parents and carers to read on request. As policies are updated they will be uploaded onto our school website.

**Date written: April 2020**

**Approved by Strategic Committee: May 2020**

**Review Date: May 2021**