



Lisle Marsden Church of England Primary Academy

Teaching, Learning and Formative Assessment Policy

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Review Date: September 2024

This procedure is non-contractual and can be amended by the academy at any time

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1. Curriculum Intent

Our curriculum intent is the product of our Christian Vision and Values and the community in which we serve. We are intent on providing **an education for life in all its fullness** for all our learners, including the most disadvantaged and those with special educational needs and/or disabilities. It is about 'educating the whole person' which means to provide an ambitious well-rounded curriculum that enables the development of the whole child's physical and intellectual development united with spiritual, moral, social and cultural development.

The teaching and learning policy will ensure that:

- Teaching and learning is a consistently high standard all day, every day;
- Within and between year groups, there is high level of consistency of practice;
- There is a shared understanding in effective ways that teachers teach and children learn;
- There is opportunity for all children and equality of access;
- There is a clear understanding of how the school's ethos and values are evident in practice.

Our Curriculum covers the statutory aspects of the National Curriculum whilst incorporating many opportunities for enrichment and spiritual development. The knowledge gained from the National Curriculum, coinciding with our enrichment opportunities and spiritual development, contribute to providing **an education for life in all its fullness**. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for future learning. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We believe that children learn best when:

- Both the knowledge and skills of the subject can be explicitly taught discretely in blocks of learning;
- Schemes of learning are planned in advance and fully resourced so that learning can be carefully sequenced and a variety of learning activities included;
- The whole curriculum provides a clear progression model, supporting the layering of new knowledge on secure foundations and enabling children to build secure schema;

- Schemes of learning are supported by knowledge organisers and knowledge notes, detailing the facts and vocabulary to be learned;
- Schemes of learning are planned to integrate learning from cognitive science: dual coding, spaced retrieval practice, formative low-stakes testing, and strategies to build knowledge fluency;
- Explicit vocabulary instruction is included in all subjects to increase a child's vocabulary;
- Curricular visits, including visitors to the academy, are planned to deepen, enrich and build on classroom learning as well as giving children opportunities for personal development

2. Pedagogy

Teacher expertise lies at the core of the delivery of the planned curriculum and teachers are actively encouraged to develop subject specialisms by working as part of a curriculum team. This enables strong direct instruction in the classroom, with teachers able to deliver content with clarity, confidence and precision. Direct instruction is interspersed with age-appropriate pupil tasks to enable pupils to practise and consolidate their understanding, before moving on to new content.

We believe that children learn best when:

- Teachers have high expectations of all children's learning and provide appropriate support and scaffolds to support all children to achieve;
- The purpose for learning is explicit - **WHY am I learning this?**
- Teachers are explicit on the desired outcome and pupils are aware of the success criteria - **HOW I can be successful;**
- A clear outcome is to be achieved at the end of the lesson or session – **WHAT it will look like;**
- Teachers are actively listening and using effective questioning;
- Lessons begin with a recap of prior learning. This may be through a variety of strategies: low stakes quizzing, a short writing task, a quick classroom discussion, revisiting the knowledge organiser, reference to working walls and referring to own outcomes in books;

- New learning is then presented in an enthusiastic, engaging and creative way, in small steps and through carefully planned explanations utilising dual coding strategies and the use of knowledge notes;
- Pupil participation in learning is maximised through a range of strategies: no hands-up, mini whiteboards, recording on post-it-notes, talk partners, mind mapping prior learning on the class screen, small group work, effective questioning, and lesson delivery that is concise and engaging;
- Lessons are shaped according to the needs of the children: pace of teaching and levels of support are adjusted dependent upon in-lesson assessment;
- Opportunities to practise new learning are embedded so that new knowledge is transferrable between long term memory and working memory and new skills become automatic and fluent. Strategies to include: low stakes quizzing, retrieval practice, interleaving, mind mapping, brain dumps, mini whiteboards, recording on post-it-notes, talk partners, mind mapping prior learning on the class screen, small group work and effective questioning;
- Scaffolds are eventually withdrawn to encourage greater independence.

3. Formative assessment

Teachers will assess the quality and depth of learning. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. They use a range of formative techniques. This will inform a child on how well they have done, their next steps in learning and identify the successes to motivate the child further.

Principles behind assessment - see Feedback Policy:

- Assessment within the lesson is used to shape the course of the learning and inform levels of support;
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson;
- All adults working with the children are involved in giving feedback. Teaching assistants are to be supported by the class teacher and feedback to be exemplified;

- Children are given opportunities to respond feedback and to make improvements to their work. Clear strategies for improvement are given;
- Future planning and target setting are informed after feedback and assessment;
- Giving children opportunities to assess their own and each other's work builds children's metacognitive skills.

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson, either verbal or written from the teacher and teaching assistant;
- Small-group feedback before (pre-teach), during and after the lesson;
- Self-assessment and peer-assessment;
- Distance written feedback after a lesson;
- Whole class feedback.

In addition to the staff having to implement the policy, other stakeholders have a role to play in the effectiveness of the policy.

4. Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of pupil progress and the raising of pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from

subject leaders and the termly head teacher's report to governors, as well as a review of the in-service training sessions attended by our staff;

- Monitor the religious and spiritual growth of pupils through collective worship and the curriculum.

5. Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Our aim is to inform parents about what and how their children are learning by:

- Holding parent consultations to discuss the progress children have made;
- sharing the current subject knowledge organisers, including specific vocabulary the children are studying;
- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with children, and support for older children with their homework;
- Holding open day/evening events and family learning opportunities to find out more about how children learn.

We believe that parents have the responsibility to support their children and the academy in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible and comes to school feeling confident and positive;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Promote a positive attitude towards school and learning in general;
- Support pupils in completing homework assignments and attending parent consultations;
- Attending extracurricular activities such as visitors in school, concerts, visits, fairs and events at the local churches.

6. Community Role

The community is welcomed and invited to support the academy by:

- Contributing to activities such as assemblies and collective worship, artistic events, specialist outings and clubs;
- Presenting themselves as positive role models to pupils and parents;
- Guiding pupils' behaviour as they play and learn, providing positive role models with regard to behaviour;
- Facilitating and offering activities and events throughout the year to extend and deepen pupils' knowledge and skills within our local area;
- Supporting school events;
- Voluntarily helping in the classroom;
- Supporting activities and events at the churches.

7. Monitoring and evaluation

We are aware of the need to review the school Teaching, Learning and Formative Assessment Policy regularly so that we can take account of new initiatives, changes in the curriculum or changes to the physical environment of the school. We will review our policy on a yearly basis.