



Euxton Church of England Primary School



TEACHING, LEARNING & ASSESSMENT POLICY

Mission Statement

In our Christian family, we all SHINE in the light of Jesus.

AIMS and OBJECTIVES:

At Euxton CE Primary School, we are committed to providing a high standard of education for all children. This education provides children with the necessary skills for each subject and engaging and creative experiences to enhance and embed learning. Teaching and Learning are the central activities of the school and our success is judged against the quality of our children's learning, progress and outcomes.

At Euxton CE Primary we have a Teaching, Learning and Assessment Policy in order to ensure that:

- There is a high standard of teaching and learning in all classes.
- There is consistency of practice between year groups.
- There is a shared belief in the way teachers teach and children learn.
- Everybody is clear about the roles they fulfil.
- There is equality of access and opportunity for all children.

1. WHAT WE TEACH (The Curriculum):

National Curriculum:

- In Key Stage 1 and 2 (Years 1 to 6) we teach the National Curriculum in England:
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)
- In Reception we teach EYFS - the statutory framework for the Early Years Foundation Stage:
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

Reading:

- Emerging Readers are supported through the 'Letters and Sounds' phonics system, alongside elements from Jolly Phonics.
- Reading is developed through the 'Oxford Reading Tree' scheme, alongside others.

Euxton CE Primary Curriculum:

At Euxton CE Primary we have used the National Curriculum materials as a starting point and from it created our own curriculum. It's a half-termly topic based approach which gives different subject areas emphasis over the year. It allows teachers to tailor the delivery to the needs of an individual class and it promotes cross curricular teaching. We follow yearly plans (see website) but should other engaging opportunities arise then we adapt to teach them.

2. HOW WE TEACH (Pedagogy and Systems):

The following characteristics can be seen in lessons from across the curriculum:

Children learn best when:

- The teacher demonstrates good teaching skills.
- They are happy, safe and relaxed.
- They are independent.
- They are confident in asking questions.
- They are able to work collaboratively.
- They feel valued.
- Their learning is celebrated - through marking, praise and on the walls.
- They are engaged in learning.
- They know what to do and why.
- High expectations are set with realism.
- Learning is pitched appropriately.
- Learning is well planned and sequential.
- When learning makes links - through cross curricular teaching or with the real world.
- Outcomes and Success Criteria are clearly defined.
- Expectations are made clear.
- They are given quality verbal and written feedback.
- They act on feedback.
- Adults and children are enthusiastic.
- Adults support and extend their learning.
- There are positive working relationships.
- The chosen resources support learning.
- There is consistency between classrooms.

Teachers teach best when:

- They have ambition and belief for all children.
- They recognise everyone - including themselves - as learners.
- Planning is sequential.
- Concepts are clearly explained - through LO and SC.
- They adapt teaching and curriculum for the needs of 'this class'.
- Tasks are appropriate to the abilities of children.
- Children know what to do and why.
- Teaching is well paced, stimulating and enthusiastic.
- When regular constructive feedback is given - verbal and written.
- Assessment is used to plan next steps.
- There is good teacher/children interaction.
- Children's contributions are encouraged and valued.
- Children are asked questions which check, develop and extend understanding.
- Praise, of outcomes and effort, is used to motivate children.
- High expectations are set and children want to meet them.
- Support staff are deployed effectively.
- The classroom is well organised and managed.
- Teachers reflect on their practice.

Learning Environment:

The essential elements of an effective learning environment are:

- A place where children want to be and where they want to learn.
- Positive leadership by the Headteacher and Senior Management Team.
- A welcoming atmosphere for children and parents that reflects our strong and diverse local community.
- Teaching and learning are the core purpose.
- Children experience a broad curriculum which impacts on aspiration, self-esteem and outcomes.
- Clear and fair rules and discipline which are administered consistently by all adults.
- A tidy and cared for environment that is valued by the school community.
- Displays which celebrate children's learning from across the curriculum.
- Purposeful areas throughout the school which are well used and support learning.
- Extra-curricular activities which broaden interests and experiences.
- Opportunities for staff to support and work alongside each other and continuing professional development for all staff.

Inclusion:

We believe that all children have the right to be included in our curriculum. We achieve inclusion by:

- Working with all stakeholders - children, parents, specialist teachers - where there are barriers to learning.
- Our approach to positive behavior for learning.
- The site's accessibility including the outside areas.
- Differentiating learning activities.
- Individual and Group action plans.
- Providing for specific needs through additional physical and human resources.
- Ensuring financial circumstances are not a barrier to experiences.
- Providing challenge for all children.

3. HOW WE KNOW IT WORKS (Assessment):

Consistent, accurate and fair assessment is at the heart of teaching and learning. At Euxton CE Primary School it is used to see where children are, to identify where they need to go next and to inspire children to greater effort with the belief that more can be achieved with ambitious attitudes to learning.

Day to Day assessment:

AFL (Assessment For Learning) is an integral part of effective teaching and is seen daily throughout the school. Examples in school you might see include:

- Questions to check understanding.
- Scanning classrooms.
- Mini plenaries in lessons.
- Flexible groupings.
- Marking.
- Next step comments.
- Discussions with children.
- Children's self-assessments.
- Interventions to plug gaps.
- Adapted planning for the next lesson.

In school Tracking:

At Euxton CE Primary we use a Lancashire system called KLIPS (Key Learning Indicators of Performance) which allows teachers to attach a best fit descriptor to children's learning based on a series of statements. The KLIPS assess children against age expectations (eg 4E Emerging 4D Developing 4S Secure) with children expected to achieve 'S' by the end of the Summer Term. Furthermore, the system allows the school to track progress - the expectation for all children is 3 KILPS per year in Reading, Writing and Mathematics. All children are assessed termly and the analysis of this data allows teachers to change focus groups, adapt interventions and prioritise areas of the curriculum. Examples of what you might see in school which influence these assessments include:

- Ongoing day to day assessment.
- Marking over a period of time.
- Comprehension tasks.
- Termly assessment papers.
- Teachers making reference to DfE and Lancashire exemplars.
- In school moderation among colleagues.
- Moderation between schools (we are part of an effective cluster) to ensure our judgements are accurate and fair.
- Using the expertise of our own staff, who are trained and accredited LA moderators in EYFS, KS1 and KS2.

Combined with the outcomes from National Assessments, these influence our end of year report comments which indicate if children are working below, at or above age expectations in the core subjects.

National Summative Assessment:

EYFS Baseline Assessment:

Children are assessed against the EYFS (Early Years Foundation Stage) 17 areas of learning within the first weeks of joining Euxton CE Primary School. The results influence planning and over the year children's learning is captured in Learning Journeys. The age related expectation at the start of Reception Class is 40-60 months.

Early Learning Goals:

At the end of Reception, children are assessed against the ELG (Early Learning Goals) in the 17 areas.

Phonics Test Year 1:

In June, children take a phonics test of 40 words (including nonsense words) 1:1 with a teacher. If children do not meet the expected standard they will take the test again at the end of Year 2.

Key Stage 1 Assessments:

In May, children in Year 2 take SATs tests for Reading and Mathematics. These tests are not timed and are conducted in a sensitive manner. These tests are used to influence teacher assessment and the accuracy of these assessments is ensured through both internal and Local Authority support/moderation.

Key Stage 2 Assessments:

In May, children in Year 6 take timed tests according to a timetable released by the DfE. The children take tests for Reading, Mathematics and GPS (Grammar Punctuation Spelling).

Writing assessment is through teacher assessment. These assessments identify whether or not the children are working towards, at or above age expectations and the accuracy of these assessments is ensured through both internal and Local Authority support/moderation.

Celebrating Success:

- Reports to Parents - termly Parents' Evenings allow face to face feedback on children's progress and a written report is produced for every child in the Summer Term. Parent's Evenings are held in September and March, with an additional July meeting offered to all.
- Superstar - each week one child per class is chosen to be the class Superstar. They receive a certificate in our Friday Celebration Worship and sit at the 'top table' for lunch!
- Bronze, Silver and Gold Awards - Hard work and excellent behaviour are awarded with green cards, which transfer to a point system. From this Bronze, Silver and Gold Awards are given out throughout the year in our special Celebration Worship.
- Headteacher's Award - these are spontaneous and all staff can give these out for a range of purposes. The child receives a personal note to take home to their families and proudly wear a special sticker.
- Marking - learning is marked daily and children understand the symbols which indicate what they are doing well and what their next step is to improve.
- Displays - children's learning is celebrated publicly, both in the classroom and communal spaces - through our celebratory displays.
- Praise/Team Points/Stickers/Sharing work with another adult - on a day to day basis, children receive a range of positive feedback which promotes success and gives learning a high status.

Monitoring:

Accuracy of assessment against age expectations is monitored through a variety of ways including:

- Book looks - termly by members of SLT and one of the criteria looked at is pitch and outcomes against age expectations. This also involves the LA Adviser once a year.
- Lesson observations - termly by members of SLT and one of the criteria looked at is pitch and outcomes against age expectations.
- Discussions with children by staff, including questions about child's learning and their understanding of it.
- Learning walks - regularly by SLT including informal feedback on lessons and celebration displays demonstrating work at age expectation.
- Data Tracking - a termly analysis of data by SLT which with cross reference of books provides an insight in to accuracy of assessment. This feeds in to termly Pupil Progress discussions.
- Moderation - termly in staff meeting time for Reading, Writing, Mathematics, Computing and RE to ensure consistency across age groups and to reinforce confidence in accuracy. This also shows progression throughout the school. This is also done for all foundation subjects annually.
- Subject Leader Governor Presentations - all subject leaders produce a PowerPoint for the full Governing Body annually to update them on standards and content of their subject.
- Cluster Moderation - annually for EYFS, Year 2 and Year 6 with other schools in the
- Leyland Cluster to ensure consistency and sharing of good practice. This can also involve all year groups.
- External Moderation - Local Authority moderates Early Years, Key Stage 1 and Key Stage 2 every 4 years as a minimum on a rolling program. This ensures assessment is accurate

and consistent across the authority. Staff at our school are LA moderators in all the three key stages.

4. THE ROLE OF PARENTS AND GOVERNORS:

At Euxton CE Primary we both actively encourage parents to participate in their children's learning and believe that parents have the responsibility to support their children and the school.

We would like parents to:

- Promote a positive, collaborative relationship with school.
- Ensure that their children are in school on time and attend regularly.
- Ensure that their child is ready for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Support the school to fulfil other obligations such as safety on educational visits by returning consent forms.
- Fulfil the requirements set out in the home/school agreement.
- Promote a positive attitude towards school and learning in general.
- Read regularly with children and update reading records.
- Work with the school to keep children safe both in the real and online worlds.

We will support parents by:

- Informing parents of events through the weekly newsletter, emails and text messages
- Being approachable, accessible and available for discussions or queries.
- Providing workshop opportunities eg Phonics, Online Safety and curriculum based activities.
- Sending information at the start of each term or half-term.
- Changing children's books and checking Reading Records so that children progress with their reading.
- Holding termly Parents' Evenings.
- Sending a written report at the end of the year.

At Euxton CE Primary, the *Governors* support teaching, learning and assessment:

- Support the aims for successful teaching and learning.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Ensure performance management and appraisal policies promote the expected standard of teaching.
- Monitor the effectiveness of the school's teaching and learning.
- Analyse internal and external data to hold the leadership to account for the outcomes of all children.
- Develop the role of critical friends in their oversight of the school and its activities.

In our Christian family, we all SHINE in the light of Jesus.

Wisdom Compassion Humility Friendship Peace Trust Forgiveness Hope