

Teaching, Learning and Assessment Policy

William Reynolds Primary School and
Nursery

January 2023
Reviewed January 2025

Information Page

These documents are referred to or link to this policy

Curriculum Statement

Marking and Feedback Policy

SEND Policy

Nurture Policy

Curriculum Maps

Staff Appraisal Policy

Foundation Stage Policy

Subject policies e.g Art, Music, PE

Progression documents

Collated data grids for each class and cohort

School Development Plan

Annual Monitoring Cycle

Governors' Pupil Premium Grant Action plan

At William Reynolds Primary School & Nursery, we believe that teaching and enjoyment in learning go hand in hand and lay the foundation for success in later life.

Statement of intent

We aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer. We place emphasis on a curriculum that develops the whole child.

Aims

This policy aims to clarify for all practitioners the school's expectations in provision and practice. This focuses on planning, monitoring and evaluating the effectiveness of teaching and learning and methods of assessment in order to raise academic success for all pupils.

Rationale

We place emphasis on a curriculum that develops the whole child. We do this by:

- offering a context rich curriculum
- having high expectations of all pupils
- pupils having a broad and balanced curriculum offer
- ensuring the curriculum offer is implemented in a consistent manner
- delivering lessons that are sequenced and build on prior knowledge
- pupils knowing more and remembering more
- pupils having a clear purpose for their learning and understand how it equips them in their future lives
- pupils being given opportunities to independently use and apply the skills they have learnt across a range of subject areas
- having a clear pedagogy of learning through observing, questioning, modelling and demonstrating that offer children support and challenge
- offering pupils opportunities with an element of choice, in order to lead their own learning
- learners working collaboratively, independent of the teacher to achieve outcomes
- learners not being afraid to make mistakes and being encouraged to learn from them.

Creating the conditions for learning

The main elements in creating the conditions for learning include:

- the development of positive relationships
- developing pupils' positive attitudes to learning
- clear, consistent and communicated planning for learning so that pupils understand where they are in their learning and know their next steps
- an enabling learning environment which is well resourced

- positively listening and valuing each other's opinions
- collaborating and negotiating with others

Displays and Learning Walls are updated on a regular basis and relate to the current learning and units of work being taught. They are interactive in order to model, demonstrate and support good practice, relate to the children's current learning and celebrate pupils' achievements. (Appendix A - staff agreement on working walls)

Relationships

Positive working relationships are established when:

- everyone is treated with kindness and respect
- individuals with different needs are recognised
- everyone is treated fairly
- an emotional environment is created that is welcoming, safe and where children can take risks
- children are motivated, inspired, engaged and challenged as learners
- achievements are celebrated
- a nurturing curriculum exists that builds self-esteem and encourages pupils to value themselves and each other as learners
- a learning community is established that raises aspirations for lifelong learning
- teaching is conducted in an atmosphere of trust and respect for all.

Our rainbow values (challenge, honesty, ownership, courage and collaboration) are used to build a positive learning culture and to support the personal development of pupils.

Quality first teaching

Teachers:

- demonstrate deep knowledge and understanding of the subjects they teach and are supported by the subject leaders, policies and progression documents linked to that subject area
- use targeted questioning effectively
- identify pupils' common misconceptions through adaptive teaching
- plan lessons very effectively, making maximum use of sequenced learning to ensure progression
- provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely
- provide pupils with insightful feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills
- support all pupil, and additional support is given where needed.

Pupils:

- love the challenge of learning and are engaged learners
- are curious, interested learners who seek out and use new information to develop,

consolidate and deepen their knowledge, understanding and skills

- thrive in lessons and regularly take up opportunities to learn through extra curricular activities
- are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or verbal, to improve.

Parents:

- are provided with clear and timely information on how their child is progressing and how their child is doing in relation to the standards expected.
- are given guidance about how to support their child to improve.

The impact of teaching, learning and assessment is regularly monitored, and staff receive verbal and written feedback on strengths and areas for development.

Planning for effective learning and teaching

Curriculum maps set out the areas of the curriculum to be taught over the year and are reviewed annually. Subject leaders are aware of developments in their subject in order to lead the subject and adjust documentation in line with KS2, KS1 and Foundation Stage requirements. The units of work link through different subject areas with practical experiences to stimulate pupils' development. They indicate where visitors are invited into school or where visits are planned to take children out into the community. Governor's plan the budget to support these visits and visitors.

The programmes of study for Literacy and Mathematics are planned and taught with opportunities for pupils to use and apply those skills, knowledge and understanding linked to other subject areas.

Medium term plans identify the progression in key skills and the ways in which different subject areas are developed across the term and how links can be made between subject areas. These are supported by the Early Years and Foundation Stage Statutory Framework, Development Matters, Birth to 5 and the National Curriculum. Progression documents have been developed across all subjects.

Short term planning is completed for Literacy/Humanities and Mathematics on a weekly basis utilising the medium-term plans. It sequences a series of lessons with identified learning objectives and success criteria and shows how these support pupils in working towards expected standard. Teachers also plan in assessment for learning opportunities (AFL) and use targeted questioning to check on, consolidate and extend learning.

Planning teams meet weekly during Planning, Preparation and Assessment (PPA) time to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week.

Teachers plan for the most effective use of additional adults from the outset of the lesson. This may be to support individual or group discussions or to pre-tutor a group of pupils.

Curriculum mats

Curriculum mats have been developed for Reading, Writing, Mathematics and Science. These set out the expectations for pupils and support them by showing them what they need to do to achieve expected standard and greater depth with these subject areas. These are used by pupils and teachers within the lesson.

Knowledge organisers

A knowledge organiser is a document that contains key facts and information that the children need to have a basic knowledge and understanding of a topic.

Knowledge organisers have been developed for all areas of Science, History & Geography.

Progress within a Lesson

During the lesson, there will be a discussion about the sequence of learning, learning objective, context, or links to other subject areas. Teachers will introduce how the work links to pupils working toward the national standard and greater depth using the curriculum mats which are displayed on the interactive whiteboard.

An **Assessment for Learning (AFL)** opportunity is used so that the teacher questions and observes the pupils in order to assess their understanding. Often the AFL is recorded in the pupils' books.

This gives an indication of their understanding, which is used to shape the next steps in teaching and learning and to adapt the teaching in terms of what needs to be modelled for the pupils or to challenge misconceptions.

The teacher will summarise what they have observed and feedback to the pupils any issues they noticed. Teachers might challenge some pupils' understanding or use pupils' responses as examples. This gives some time for the pupils to reflect on their own response. From what has been observed, teachers may regroup the pupils.

Teaching is adapted following formative assessment and tailored targeted support is used so all children make progress within the lesson.

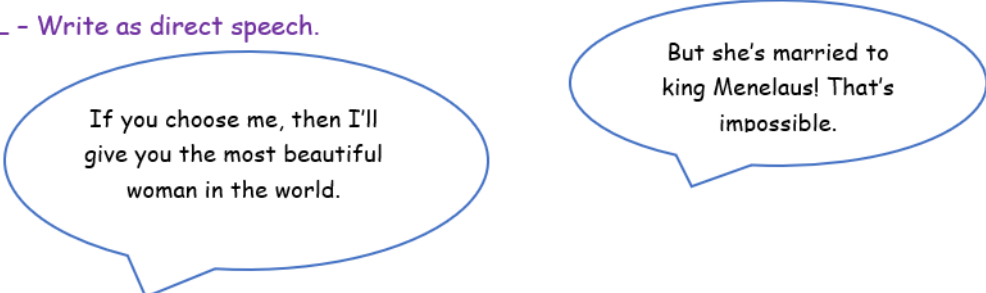
Open ended questions encourage pupils to give extended answers to explain their understanding and to develop reasoning skills. These can be used to encourage pupils to explain and share strategies in mathematics or offer a viewpoint.

Adults are skilled in targeting their questions to assess pupils' knowledge and understanding.

The success criteria support the pupils in understanding how they can achieve the learning objective. They focus on target areas of learning that reflect the knowledge, conceptual understanding and skills.

KS2
Learning objective: To use speech to convey character.
Genre: Narrative
Context: The Trojan Horse
Teacher Given Success Criteria
I understand that how a character acts and speaks tells me how they are feeling.
I know that I must use inverted commas around the spoken words.
I can use direct speech to convey character.
I can include descriptive sentences to enhance to speech.

AFL - Write as direct speech.





If you choose me, then I'll give you the most beautiful woman in the world.


But she's married to king Menelaus! That's impossible.


In mathematics, these skills will include links to agreed methods in the Calculation Policy.

Ks1 Learning Objective	To add a one digit number to a 2 digit number
Context	Katie's Bagel Shop
Success Criteria	I understand that I can add 10 and subtract 1 when I am adding 9 I can show my working out on a number line I know how to add ten to a number

Oliver





AFL:

Katie bought a sandwich for 88p. She wanted to buy a drink for 9p. Katie said she spent 98p. Is she correct? Prove it.

In some cases, the success criteria may be made up of purely skills-based statements e.g. when establishing a process. Success Criteria are used in Writing, Maths, Science, History and Geography.

The success criteria can be coloured to show the level of challenge e.g blue for pupils working at greater depth.

Adaptive Teaching

Through adaptive teaching, learning is supported through:

- using models and images and interactive resources
- opportunities for consolidation and practice
- providing a challenge to extend the learning
- addressing misconceptions
- encouraging pupils to work independently at their own pace
- open-ended tasks with elements of choice and opportunities to apply newly learnt skills in order to develop reasoning and enquiry or to develop the use and application of skills.
- questioning used to promote dialogue to develop talk for learning.
- opportunities for pupils to work collaboratively to achieve a shared outcome.

Prompts, word banks and learning walls are used to support all pupils. The adults will monitor the progress the pupils are making throughout the lesson.

Pupils are reminded throughout the lesson to use the success criteria. A **mini plenary** will support pupils in deciding what they are doing well and what they still need to include in their work.

Towards the end of the independent session, pupils may be asked to identify where they have met the learning objective using the success criteria and then to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are either made there and then or used as a focus for the next learning step.

Pupils are encouraged to **edit and improve** their work using a purple pencil to show where they have made improvements.

The plenary, can be used to:

- discuss the learning developed in the lesson
- revisit the original AFL to show progress
- encourage pupils to make an overall self-evaluation about the success and improvements needed
- ask pupils to identify 3 examples of evidence in their work to show that they have achieved those success criteria
- share a child's piece of work as a model
- recap of the knowledge and skills learnt in the lesson and how it fits in the sequence of learning
- include a question to encourage children to use and apply a new skill in a different context.

The teacher considers the outcomes and decides on the appropriate form of feedback (see Marking and Feedback Policy)

We believe that school self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning. It is the responsibility of all staff and pupils to evaluate their own performance.

Assessment

Clarifying terms and definitions

Greater Depth - More able children

Mastery - Working above and beyond the basic skills to develop **fluency, reasoning** and **problem solving**. All children need opportunities to do this and apply skills **independently, consistently** and **through choice**.

Gifted and Talented

Gifted- Gifted learners are those who have particular academic abilities.

Talented- Talented learners are those who have particular abilities in the creative arts (such as music, art and design, drama, dance) or PE.

Teachers and support staff assess pupil learning and progress as an ongoing process within the lesson and over time.

This is evaluated by three main forms of assessment.

Formative assessment - used on a day-to-day basis. Teachers use this to adapt learning through the lesson and to plan the next lesson.

Summative assessments - at the end of a unit of work or at key points throughout the term.

National tests and assessments set by the Government to compare children's achievement from school to school.

(**Appendix B** - Assessment at William Reynolds Primary School & Nursery for how formative and summative assessment take place in all subject areas.)

There is a clear set of expectations, for each subject for pupils to achieve in order to reach the National Standard and Greater Depth for their year group. Teachers assess pupils using the methods above to ensure that pupils are making good and outstanding progress. National curriculum grids are used to track pupils' progress using a sample set of pupils in each class - Assessment of Pupil Progress (APP).

These grids are highlighted with links to the pupil's work. Dates are used to show these links.

The highlighting shows when the pupils achieved the different aspects of the subject:

Blue - Autumn term

Orange - Spring term

Green - Summer term

The assessment system the school uses is Sonar Tracker.

- Greater depth - 100% of national standard and 50% of the greater depth section
- **National Standard 80% - 100% (to include all the underlined objectives from the interim documents)**
- Working Towards National Standard 50% - 79%
- Below National Standard less than 50%
- Pupils working below National Standard will be showing their progress through targeted objectives at an appropriate level.

Judgements are made along NFER and Rising Stars Assessments

Moderating judgements

Opportunities are planned within school for teachers to share pupils' work to check and compare that judgements are consistent. Moderation agreements are documented in pupils' books.

Opportunities are planned between schools for teachers to meet to compare assessment judgements with other schools within our cluster of schools.

Monitoring and Evaluating Learning

The curriculum, planning, teaching and learning and assessment arrangements are monitored and evaluated through an annually agreed monitoring cycle.

Senior leaders including governors monitor the progress pupils make within a lesson and over time through:

- Lesson observations
- Learning walks
- Book scrutiny
- Pupil Voice
- Moderation of assessment judgements
- Collation and analysis of data
- Year group data analysis action plans
- Reviews of Assess, Plan, Do, Review (APDR) for pupils with SEND
- Link governor monitoring visits with subject leaders
- Interviews and questionnaires with all stakeholders
- Pupil progress meeting

Feedback from this monitoring is shared with staff and governors to document the impact of teaching, learning and assessment and to plan whole school development. This information is used to inform the School Development Plan.

The role of Governors

Our Governors determine, support, monitor and review the school's approach to teaching and learning.

Link governors work with senior leaders and subject leaders to monitor or evaluate the learning in school. They work with leaders to carry out learning walks, look at pupil's books and meet with pupils to discuss their learning in a range of subject areas. Link governors will complete a Note of Visit to share the impact of their work in school.

Governors:

- set a budget to allocate resources (staff and equipment) effectively
- carry out annual audits of the school building and premises to support teaching and learning
- monitor the impact of training (CPD) and our performance management

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, including termly reports from the head teacher and feedback from subject leaders
- track the progress of all groups of pupils including vulnerable learners
- evaluate the use of the PPG funding to ensure that this is used effectively.

Parents and Carers

Parents and carers have a fundamental role to play in helping children to learn.

The school informs parents about what, and how, their children are learning by:

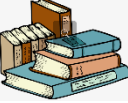



- inviting parents to consultation meetings to discuss progress and APDRs
- informing parents, at the start of each term of their child's targets for Reading, Writing, Mathematics, Science and Humanities and progress towards achieving these targets through the home/school diary
- conducting surveys
- using the school website to inform parents about what their child will be studying during that term at school
- providing annual reports for parents in which we explain the progress made by each child, and indicate how the child can improve further
- advising parents on how they can support their children through a range of workshops in school.

Appendix A

Staff agreement on classroom non-negotiables

Classroom door - correct number and on outside window Base number, teacher name, PE day.
Visual timetable for the whole class
All drawers labelled with correct equipment inside and in black ink
School Rainbow Values evident
Class rules
Behaviour chart
Attendance record for current and previous week %
British values poster
Complex speed sounds - phonics poster
Tricky word list on coloured paper
Reading book bands in reading area Large version of year group bookmark. Reading areas inviting Evidence of theme for this half term - artefacts - books RWInc areas
Writing Golden words Author focus Handwriting example
Mathematics Maths reasoning bubbles (Why? Why not? What if?) and prompts (models and images fluency, reasoning, problem solving). Maths vocabulary Numberlines and 100 square for maths for the appropriate size of numbers for the year group.
PE House team record on display in classroom.
Science learning wall - What is Science? (definition) Biology/Physics/Chemistry heading Famous scientist Concept Map (Y2 - 6) Key Vocabulary Knowledge organiser - A3 laminated Unit title Examples of children's work Display Science topic books KS1 Floor book on display

Appendix B

 <p>Reading</p> <p>Formative Daily opportunities for children to read Ongoing daily assessment of understanding through questioning, tasks, feedback to check children's understanding of what they have read through:</p> <ul style="list-style-type: none"> • Teacher led guided reading sessions • Whole class comprehension year 4-6 • Read Write Inc daily lessons <p>Summative</p> <p>National -Year 2 and Year 6 teacher assessment at end of year -Year 2 and 6 end of year Reading SAT -Year 1 phonics screening -Reception ELG in reading</p> <p>School level -Year 2 -Year 6 termly Reading test (NFER) Year 1 Summer term only -Year 6 mock SATS week -Reception/year 1 half termly Read Write Inc assessment -Nursery -Year 6 termly teacher assessment</p>	 <p>Writing</p> <p>Formative AFL Live marking /questioning/addressing misconceptions Self-evaluation Success criteria</p> <p>Summative</p> <p>National -Year 2 and Year 6 teacher assessment at end of year -Year 6 end of year SPAG SAT -Reception ELG in writing</p> <p>School level -Chance to shine 2 per term -Year 2 -Year 6 termly SPAG test (Rising Stars) -Year 1 - Year 6 weekly spelling test (Read Write Inc/Nelson) -Nursery -Year 6 termly teacher assessment against the progression document -Pupil voice</p>
<p>Mathematics</p> <p>Formative AFL Live marking/questioning/addressing misconceptions Self-evaluation Success criteria</p> <p>Summative</p> <p>National -Year 2 and Year 6 teacher assessment at end of year -Year 2 and 6 end of year mathematics SAT -Year 4 multiplication Tables Check -Reception ELG in maths -Reception Baseline assessment</p> <p>School level -Maths chance to shine 2 per term From Year 1 Weekly arithmetic lessons -Year 2 -Year 6 termly Maths test (NFER) Year 1 Summer term only -Year 3- Year 6 weekly times table test -Year 6 mock SATS week -Nursery -Year 6 termly teacher assessment against the progression document -Daily securing skills</p>	 <p>Science</p> <p>Formative AFL Teachers frequently check pupil's understanding to identify gaps and misconceptions Self-evaluation Success criteria Targeted questions</p> <p>Summative</p> <p>National -Year 2 and 6 teacher assessment at end of year -Reception ELG Understanding the World- The Natural World</p> <p>School level -Year 1 -Year 6 Start and end of unit assessments (Rising stars) which test substantive and disciplinary knowledge -Nursery - Year 6 termly teacher assessment against the progression document -Year 2- 6 Concept maps used assess children's understanding of vocabulary -Assessing children's ability to carry out specific practical produces and investigation -Pupil voice</p> 



Humanities - History and Geography

Formative

AFL

Teachers frequently check pupil's understanding to identify gaps and misconceptions

Self-evaluation

Success criteria

Quizzes on topic knowledge

Summative

National

Reception ELG Understanding the World-Past and Present, The Natural World and People, Culture and Communities

School level

Year 1 -Year 6 Start and end of unit assessments (written by humanities lead and teachers) which test substantive and disciplinary knowledge

Nursery - Year 6 termly teacher assessment against the progression document

From year 1 chance to shine 1 per history/Geography topic

Physical Education



Formative

Questioning

Feedback from the teacher

Peer assessment

Self-assessment

Teacher observation

Teacher and pupil demonstrations

Summative

National

Reception ELG Physical Development

School level

The 15 Fundamentals are assessed throughout EFYS to Year 2

Nursery - Year 6 termly teacher assessment against the progression document

Pupil voice



Music

Formative

Addressing misconceptions

Adaptive teaching

Self and peer assessment

Summative

National

Reception ELG Expressive Arts and Design- Being Imaginative and Expressive

School level

Year 1 to year 6 floor books against the progression document including photos, videos and pupil voice.



Computing

Formative

Addressing misconceptions

Adaptive teaching

Teacher feedback- verbal or through Purple Mash

Self/Peer assessment

Summative

Work saved on Purple Mash under the learning objective from progression document.

Pupil voice



Art and Design and Technology



Formative

Children's knowledge, understanding and skills in art are assessed by making observations working during lessons.

Open ended feedback

Questioning

Self/Peer review

Summative

National

Reception ELG Expressive Arts and Design- Creating with Materials

School level

Year 1 - 6 Art and DT is recorded in sketchbooks

Subject leader monitoring of sketchbooks against progression documents

Pupil voice

PSHE



Formative

Good use of questioning to extend pupils understanding
Interactive and collaborative activities that balance knowledge, skills and attributes

Discussions

Verbal and written feedback

Summative

National

Reception ELG Personal, Social and Emotional Development

School level

From year 1, PSHE floor books/foundation books- written work, pupil voice, photos, collaborative work

Pupil questionnaires



MFL - French

Formative

Teachers frequently check pupil's understanding to identify gaps and misconceptions

Live marking/questioning/addressing misconceptions

Self/Peer assessment

Summative

Year 3 -Year 6 Half termly end of unit assessments (Primary Languages Network)

Year 3 - Year 6 termly teacher assessment against the progression document

Pupil voice

RE

Formative

Teachers frequently check pupil's understanding and misconceptions

Live marking/questioning

Self/Peer assessment

Children are encouraged to evaluate their beliefs and express their attitudes through a range of activities including discussion, written and sometimes role play. We assess children's work in religious education by making informal judgements as we observe or talk to them during the lessons.

Summative

National

Reception ELG Understanding the World- People, Culture and Communities

School level

Nursery - Year 6 termly teacher assessment against the progression document

