

Policy for Teaching, Learning, Curriculum and Assessment

All the activities in St Mary's School, including its Breakfast and After School Clubs, are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family.

St Mary's is a UNICEF Rights Respecting School which prides itself in providing equal opportunities for all members of its family regardless of SEND, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy will be reviewed every two years by the SLT in conjunction with the staff and the Governing Body.

1. Rationale

Teaching and learning are the core purpose of the school. Children should be engaged and motivated by an irresistible curriculum which inspires them to strive constantly for personal bests within an atmosphere of challenge and support. Assessment is an integral part of learning and children are expected to be a key part of the assessment process, analysing their own performance and having a clear understanding of their next steps.

We believe that ability is not fixed and that all children can make progress, given opportunities to challenge themselves. Therefore we do not group children in fixed ability groupings; instead, we support an ethos of challenge, where children are expected to strive for personal bests and teaching is adapted to enable all children to meet learning outcomes.

This policy provides an agreed framework for teaching, learning, curriculum and assessment in our school and stems from the School's Mission Statement and Values.

2. Intent

Through high quality teaching, learning, curriculum and assessment, we:

- Provide a broad, exciting and engaging curriculum
- Provide opportunities for children to secure high standards and make good progress in all areas, applying their learning in a range of cross-curricular projects
- Support pupils' spiritual, moral, social and cultural development
- Motivate all children to learn and progress through personalised learning experiences and high levels of challenge within a secure environment where children feel comfortable taking risks
- Enable children to enjoy their learning experiences and take pleasure from their learning
- Provide children with the language and opportunity to discuss and reflect on their learning, developing a culture of positive learning behaviours throughout the school
- Ensure that children become independent, lifelong learners through valuing and developing skills beyond the curriculum – see separate document of progressions of characteristics of effective learning
- Nurture high self – esteem
- Have high expectations of all pupils and pupils to have high expectations of themselves

- Encourage children to take responsibility for their own learning, developing independence, resilience and reflection
- Assessment at all levels is used to move learning forward e.g. school assessment system, live marking, peer assessment, feedback etc
- Ensure equal access to learning opportunities with high expectations for every pupil and appropriate levels of challenge, support and adaptive teaching.

3. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, the <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> and <https://www.gov.uk/government/publications/development-matters--2> which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

4. Roles and responsibilities

4.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Systems are in place for the monitoring of standards in all subjects
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- Monitoring of teaching, learning, curriculum and assessment through a range of methods is productive and rigorous
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

4.3 Curriculum Leaders

Curriculum leaders have the responsibility to:-

- Lead with passion and enthusiasm, being pro-active in raising the profile of their subject
- Take ownership of their subject, writing action plans and contributing to the school development plan
- Drive improvement and take responsibility for standards in their subject
- Ensure curriculum coverage with clear skills progression
- Have secure subject knowledge
- Ensure high expectations from staff and pupils
- Continue to develop their own subject knowledge by attending appropriate training
- Provide CPD for staff and to disseminate information, courses and ideas
- Ensure good levels of resourcing through auditing, budgeting and ordering
- Ensure provision of appropriate ICT resources to support the subject

4.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Implementation

Our school curriculum is based on The National Curriculum 2014 and the EYFS Development Matters and the requirements of the EYFS Framework. It is planned and delivered in topics in a cross curricular way, in order that children may benefit from connected, meaningful learning experiences. Much of the learning is child led and is enquiry based, particularly in Foundation Subjects. Discrete teaching of skills in particular subjects will take place where necessary. Long term plans are done collaboratively at staff development meetings on a termly basis in order that a cohesive approach is developed across the school. Weekly plans are done for each subject/topic area as appropriate and are annotated with daily assessments. Planning is monitored half termly by SLT. For specific details about individual subjects, please see subject policies and long term plans on the school website.

Teachers may employ a wide range of teaching strategies and stimuli in order to fully engage pupils. We do not believe in limiting children's opportunities by placing them in fixed ability groups. Children may be grouped for specific activities on a lesson by lesson basis. We understand that children learn in different ways and at different rates and we endeavour to provide opportunities for all pupils to learn in their preferred style. Teaching assistants work flexibly with different individuals/groups of children depending on who feels they require support in any particular lesson. Teachers have high expectations of pupils' attitude and effort towards their learning. Children are encouraged at all times to live and learn without limits, challenging themselves to achieve personal bests.

Teaching tools may include the following:-

- Whole class teaching
- Carefully targeted questions to move learning on
- Research groups
- Opportunities to discuss learning in Learning Circles
- Small group/individual interventions
- Outdoor learning
- Jigsaw – PSHE scheme
- Zones of Regulation
- Emotion Coaching
- Short, focused activities
- Start of the day activities to ensure children settle quickly into a learning routine
- Whole school approaches and schemes of work e.g. Readwriteinc., Maths mastery etc
- ‘Stunning starts’ and ‘Fabulous Finishes’ to topic work to engage and motivate pupils e.g. visits, visitors, drama e.g. mantle of the expert, role play, museum days, presentations to parents etc
- Use of technology to support learning where appropriate
- Involvement of families and the local community
- Opportunities to reflect and extend learning e.g. fix-it time
- Pupil leaders for e.g. guided reading groups or Power of 2 interventions
- Continuous Provision in EYFS and Year 1
- Learning Partners
- Self and peer assessment
- Creating own challenges

Opportunities for review and recall of learning

It is essential that children review and recall their learning in order for it to become embedded. This takes place in a number of formats during the learning process:

- Throughout any unit of study, there is a constant process of review and recall. At the start of each topic, the first lesson will involve a review of what learning has taken place in that subject previously, either in that class or in previous years.
- As vocabulary is introduced, it is added to the working wall for use during lessons
- Each lesson during the unit of study will recap learning from the previous lesson prior to introducing new learning
- At the end of many topics, pupils will lead a ‘Fabulous Finish’ in which they demonstrate their learning to their parents/carers. Subject leaders also use these events to monitor standards in their subject.
- Opportunities for recall in different subjects include fluent in five, flashback fours, use of Explorify, Concept cartoons, Sentence a day, targeted questioning, recap of genres gradually removing scaffolds over time.
- Key questions from each topic are written on colour coded cards (a colour for each year group) including basic answers. These are added to a question box which goes with the class through school. Pupils then have a question a day, giving the opportunity to recall knowledge learnt that year and in previous years.

6. Inclusion, Support and Intervention

The school places a high priority on the needs of the whole child, not just academic success. Pupil progress meetings focus on each individual child and understanding barriers to learning, enabling children to progress. This includes identifying children at all levels of attainment who may be underachieving i.e. not making expected progress. Early interventions are put in place after the identification of needs so that children can make accelerated progress and close any attainment gaps. Provision maps for each class are produced by class teachers and monitored by the SENCO. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils with English as an additional language (EAL). Intervention groups are put in place as appropriate. These may include:-

- Pre-teaching of core vocabulary at subject or topic level
- Precision Teach for specific tasks e.g. spelling, times tables
- Early bird lessons
- Phonics Fast Track Tutoring
- Power of 2 and 1+1 maths 1:1 sessions
- Daily reading groups
- Additional support groups for reading comprehension
- Beat Dyslexia
- Nessy
- Pastoral Support
- Working Memory groups
- Fine motor skills groups
- Additional reading practice with volunteers
- Speech and language planned interventions

Provision for children with particular interests

It is an essential part of our curriculum and ethos that all children are expected to work hard and achieve personal bests. It is understood that the provision will therefore incorporate opportunities for children to extend their skills and for able children to work at greater depth in their areas of strength. Curriculum leaders work with class teachers to plan opportunities within topics for children to extend and demonstrate their learning. Children who are particularly able in a given subject are identified through Pupil Progress Meetings and ongoing assessment. Subject Leaders then assist in signposting children to activities, clubs and opportunities to allow pupils to develop their skills further e.g. sports leaders, leadership opportunities, musical performances etc.

7. Monitoring of the impact of the Curriculum and standards in Teaching and Learning

The Headteacher, SLT and subject leaders carry out monitoring in a range of ways including the following:

- Lesson Observations
- Moderation within and across schools
- School to school review (Schools' Partnership Programme)
- Planning Scrutiny
- Book Scrutiny

- Learning Walks
- Team teaching
- Peer Observations
- Discussion with children
- Pupil Progress Meetings
- Curriculum events e.g. fabulous finishes

8. Assessment

Assessment has two core purposes. First and foremost, it provides day to day feedback for teachers and pupils to develop teaching and learning. Secondly, it provides a tracking system for SLT and subject leaders to ensure that all pupils are making progress, and if they are not, to target support effectively. The tracking system, in addition to teachers' own day to day records, will form the basis of termly pupil progress meetings where further opportunities for all pupils will be discussed and made provision for. In order to ensure accuracy and consistency of judgements, in-house moderation meetings are held termly, inter-school meetings bi-annually, year group moderations annually through local networks and LA meetings in the summer term. In further detail the aims are:-

- To provide day to day feedback for teachers and pupils in order for pupils to make best progress and ensure that learning is embedded
- To track progress of individuals and cohorts so that interventions may be best targeted
- To ensure that all pupils make progress at their own rate and from their own starting point
- To allow subject leaders to develop learning in their subject area and ensure progression of skills and understanding

Procedures

- Day to day feedback is provided through the use of a system of Minimal Strategic Marking which enables pupils to take ownership and responsibility for their progress. For further details, please refer to our Feedback and Marking Policy.
- In the EYFS, the class teacher and teaching assistant make ongoing daily assessments of all pupils based on the objectives in the EYFS curriculum. A baseline of attainment against all of the statements, in addition to the Statutory EYFS Baseline Assessment is completed in the first six weeks of the Autumn term so that attainment on entry can be measured. This data is entered onto the Insight tracking system and is updated at the end of each term for use in pupil progress meetings. Any in-year new arrivals to the Reception class will complete the baseline assessment within six weeks of their arrival.
- To assess learning in reading, writing, GPS, mathematics and science, teachers use a system based on the year group expectations. They will record pupils' understanding of year group expectations on a class record sheet
- For a pupil to be working at the expected standard by the end of the year, they must have achieved the large majority of the year group expectations.
- To be working at Greater Depth in a curriculum area, a pupil must have demonstrated that they have also achieved the additional statements for that subject or be able to apply the year group expectations independently in a range of contexts.
- Pupils in Year 2 and 6 are assessed against the interim framework

- Pupils are assessed on whether they have achieved the learning objectives taught that term. This will give an indication of whether they are on track to meet the year group expectations at the end of the year
- Summative assessment judgements will be entered into Insight, a computer tracking system
- Summative judgements are as follows:
Below
Just Below
On track
Greater Depth
- The marking and feedback policy will serve as a consistent tool throughout school to help children to review their learning and identify next steps and challenges
- Teachers' assessment grids and analysis of data from the online tracking system will provide information for pupil progress meetings held at the end of each term.
- To assist teachers in their judgements about pupils' attainment, a number of systems of assessing key skills are in place:-
 1. ReadWriteInc Phonics
 2. Scode spelling system
 3. Writing success criteria
 4. Mathematics attainment
 5. Arithmetic tests
 6. NFER tests (Years 3-5) in maths, reading, grammar and spelling
 7. Tests as appropriate – see appendix 1 for details
 8. Pupils' ability to explain and discuss their learning e.g. at fabulous finishes
 9. Observation by teaching staff
 10. Live marking
 11. Teacher/TA feedback sheets
 12. Feedback from interventions
 13. Additional phonics screeners
 14. Fluent in 5
 15. Rapid recaps

Expected Progress

- Pupils' individual expected progress will be relative to their own starting points e.g. if a child is on track for meeting the year group expectations at the end of one year, then they should be on track the following year.

Assessment of Foundation Subjects

- Subject Leaders have produced assessment trackers similar to those for maths and English which will be passed on throughout the key stage. When a child has achieved a learning objective securely, it is ticked. Once skills are embedded, the emphasis moves to applying the skills in cross curricular projects.
- Childrens' attainment against key stage expectations is recorded on class record sheets and passed on to the next teacher so that progress can be measured throughout the key stage
- Summative assessment data is entered onto Insight at the end of the summer term to allow subject leaders to analyse performance and requirements in their subject area.

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Updated May 2021

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Appendix 1 Tests/Assessments

Reception	<p>Baseline assessment and ongoing teacher assessment</p> <p>Observation</p> <p>Gathering of assessment data through Dojo Portfolio</p> <p>Mathletics</p> <p>RWI Phonics assessments</p>
Year 1	<p>Ongoing teacher assessment</p> <p>Year 1 Phonics Screener</p> <p>Practice phonics screeners</p> <p>RWI Phonics assessments</p> <p>Spelling Shed</p> <p>Times Tables Rock Stars</p> <p>Mathletics</p>
Year 2	<p>Ongoing teacher assessment</p> <p>KS1 non-statutory assessments to inform teacher assessment</p> <p>Times Tables Rock Stars</p> <p>RWI Phonics assessments</p> <p>Spelling Shed</p> <p>Mathletics</p>
Year 3	<p>Ongoing teacher assessment</p> <p>Times Tables Rock Stars</p> <p>Age related expectations tests from online source</p> <p>Verbal Reasoning test</p> <p>Spelling Shed</p> <p>Termly NFER tests</p> <p>Mathletics</p> <p>Read Theory</p>
Year 4	<p>Ongoing teacher assessment</p> <p>Times Tables Rock Stars</p> <p>Age related expectations tests from online source</p> <p>Non-Verbal Reasoning test</p> <p>Statutory Times Tables test</p> <p>Spelling Shed</p> <p>Termly NFER tests</p> <p>Mathletics</p> <p>Read Theory</p>
Year 5	<p>Ongoing teacher assessment</p> <p>Times Tables Rock Stars</p> <p>Age related expectations tests from online source</p> <p>Test base</p> <p>Spelling Shed</p> <p>Termly NFER tests</p> <p>Verbal and Non-verbal Reasoning test</p> <p>Mathletics</p> <p>Read Theory</p>
Year 6	<p>Ongoing teacher assessment</p>

	Times Tables Rock Stars Spelling Shed Age related expectations tests from online source Previous SATs papers Testbase End of KS tests Mathletics Read Theory
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