



Policy for Teaching, Learning, Assessment, Marking and Feedback

Current Leader: Mrs Griffin

Review Shedule: Annual



St. Paul and St. Timothy's Catholic Infant School

Mission Statement

Love, Learn, Believe, Achieve

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".



St. Paul & St. Timothy's Catholic Infant School

A Policy for

Teaching, Learning, Assessment, Marking & Feedback

Our Vision for Teaching and Learning

At St. Paul and St Timothy's Catholic Infant School Teaching and Learning are our key functions. We work towards the aims of the school through providing high quality learning experiences. We believe that we teach the children through all that we do: in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community, through the implementation of the policies, systems and practice that determine the curriculum and school day. Teaching and learning should not just be seen as an isolated activity that happens in a classroom.

We want learning to be a rewarding and enjoyable experience for everyone. We believe that in order for learning to transfer to long term memory, the children need to have access to a progressive curriculum. One which build on previous knowledge and skills. It needs to be language rich and foster positive attitudes to learning. It should be fun and enable children to make expected or accelerated progress. Teaching needs to equip children with the skills, knowledge and understanding necessary to play an increasingly useful and positive role in society and make informed choices about their lives. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future. High expectations of learning behaviours are evident through explicit teacher modelling.

School Aims and Implementation

St. Paul and St. Timothy's Catholic Infant School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and values relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents/carers and the community.

A. What does 'good and outstanding teaching' look like?

- High expectations and a positive attitude.
- Secure subject and pedagogical knowledge (research prior to teaching, CPD learning impacts teaching, be clear on facts and strategies, agreed definitions across the year group).
- Teachers are reflective regarding their professional practice and the overall provision school offers.
- Well prepared and organised before and during the lesson.
- Positive relationships formed with children and adults. Additional adults deployed effectively.
- Good links and focused communication with parents/carers in order to support children's learning.
- Inclusive. Good knowledge of each child's ability, needs and next steps.
- Established classroom and behaviour management strategies which follow the whole school policy.
- Clear planning built on prior learning and assessment (lesson structure takes account of time and opportunity for challenge).
- Over time there is opportunity to learn, rehearse/practise/consolidate and deepen learning.
- Over time teaching engages and motivates learners. Good teaching offers opportunities for fun, opportunities for challenge and reflection.
- A range of teaching styles are employed in order to sustain children's concentration, motivation and application.
- Clear Lesson Objectives (What are the children going to know, understand or be able to do that they couldn't before?).
- Learning objectives in children's books may take the form of a title e.g. 'Adjectives', 'Number Bonds within 10'.
- Children know and understand what they need to be working on to improve their work.
- Modelling e.g. shared read, shared write, demonstration of calculation strategies and modelling layout.
- Clear instructions and shared success criteria (what a good one looks like - WAGOLL) where appropriate.
- Develop reading skills required to access the curriculum effectively.
- Provide an enabling learning environment with accessible, well prepared resources, which children are encouraged to use. Technology is used effectively.
- Adapt to the needs of the learner and differentiate work as needed.
- Opportunities to demonstrate learning: knowledge, understanding and skills.
- Effective questioning used throughout to check learning: knowledge, understanding and skills.
- Address misconceptions or plan to use common misconceptions as a teaching point.
- Effective feedback throughout the lesson, a challenging pace to move learning on.
- Marking and feedback should take place with the child (as far as possible). Over the shoulder marking enables the child to respond immediately.
- Reflective practice supported by school feedback sheets. (R – review, C – consolidate, M – move on)
- Opportunity to correct/edit own work/self-correct/peer marking against agreed success criteria when appropriate.
- Assessment 'for' and 'of' learning throughout the lesson.

- Evidence of good and outstanding teaching can be seen in the children's work. Books show progress and evidence of the teaching sequence.

B. What does 'good and outstanding learning' look like?

At St. Paul and St. Timothy's Catholic Infant School we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs.

During good or outstanding learning, we see some of the following features (depending on the task and the age and ability of the children):

- Children engaged, focused, on task, self-motivated and eager to learn. (A working 'buzz')
- Children enjoy their learning and allow others to do so as well
- Children learn from 'hands on' experiences; practical and appropriate activities
- Confident and clear on what is expected of them during the lesson (LO and success criteria – where appropriate).
- Able to understand and use success criteria to check their own work and the work of others.
- Eager to ask questions, contribute to class discussions and shared learning experiences
- Listening to instructions and information.
- Valuing each other's ideas.
- Able to make effective use of modelling by the teacher, other adults or children.
- Able to demonstrate positive learning habits as modelled by the teacher and others.
- Thinking creatively.
- Eager to 'have a go', happy to make and learn from mistakes. See mistakes as an opportunity to develop.
- Able to access an enabling environment, finding and using resources independently.
- Able to make good use of the support offered by staff and/or resources to move their learning on.
- Children engage in a range of independent and collaborative tasks. They work on task for increasingly extended periods of time.
- Make links with real life and between subjects/topics.
- Make links with prior knowledge and skills. Build on prior learning.
- Transfer skills between subjects and topics.
- Willing and eager to research topics beyond the school day, they bring in artefacts and information from home. They ask to visit places linked to topics they are covering.
- Able to make notes, edit and redraft to improve their work (where appropriate).
- Progress is evident in children's work.
- Children take ownership of and a pride in their work. They are keen to talk about what they have been doing and what they have learned
- Able to demonstrate good and outstanding learning through their work and in discussion.
- Children gain an appreciation of learning that continues to flourish as they become older.

C. The role of parents and carers in teaching and learning

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children, staff and parents/carers;
- Understanding and supporting our aims in teaching and learning.
- Sign and adhere to the School's Home-School Agreement;
- Working with the school if their child has been identified as having a special educational need or disability;
- Ensuring their children attend school regularly, are punctual and equipped to learn;

- Attending and contributing to Pupil Progress Meetings, curriculum meetings and other workshops offered throughout the year;
- Supporting their children with their homework activities including reading, comprehension, phonics, handwriting, mathematics etc.
- Praising their children for the good things that they do in school;
- Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

D. What is a good lesson?

At St. Paul and St. Timothy's Catholic Infant School we believe that a good lesson should comprise of the following elements:

- Planning – before the lesson
- Introduction to the lesson making links to prior learning or learning across the curriculum
- Allow time for the children to look at their feedback from the previous lesson;
- Clear learning objective shared with the children (There may be circumstances when the 'I can/am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Discuss steps to success with the children so that they know exactly what they need to do in order to achieve the learning objective and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Main teaching, group teaching and/or independent activities
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain actively involved and engaged;
- Secure subject knowledge demonstrated by the class teacher;
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson, including skilful questioning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours;
- Children receiving positive and diagnostic feedback about their effort and work;
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work has been understood by the children or needs to be revisited at the start of the next lesson.
- Using assessment to inform future planning and next steps in learning.
- Using the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this, or whether they are working at greater depth within the standard.

E. Curriculum Planning

- 1) St. Paul and St. Timothy's Catholic Infant School's planning is based on the following:
 - the Primary National Curriculum;
 - the Early Years Foundation Stage Framework;
 - the Archdiocesan 'Come and See' Syllabus for Religious Education;
 - Letters and Sounds;
 - Liverpool plans for Mathematics and English;
 - a wide variety of supplementary schemes and material
 - and most importantly: the needs of the children we are teaching.
- 2) Long Term Planning:
 - Our 'Whole School Curriculum Map' and individual Yearly Overviews (Rec.-Y2) plot the content covered from reception to year two for each individual year group and each curriculum area;
 - Enables us to ensure balance and built in progression across the school and to identify cross curricular links and opportunities for educational visits/visitors.
- 3) Medium Term Planning:
 - We use the planning provided by the National Curriculum Programme of Study for each subject, we also follow the Liverpool Plans for English and Mathematics.
 - For mathematics we also use the Liverpool Maths Calculation Progression which has been developed in line with the expectations set out in the 2014 Primary Curriculum
 - In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.
 - Please see below which includes further information for Core and Foundation Subjects.

RE	Come and See
English	Liverpool Plans
Mathematics	Liverpool Plans
Science	Science Bug
History & Geography	Voyagers
Music	Charanga
DT	Projects on a Page
Art	In house scheme
PE	Val Sabien
PSHEE	SEAL & In house scheme
Relationship Education	Journey in Love

- 4) Short Term Planning:
 - Detailed, weekly plans (Key Stage 1) and fortnightly plans (Reception). The plans identify the learning goal, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities, required support and resources for learning as appropriate.

F. The Role of Support Staff

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support children's learning, either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;

- Supporting children with One Page Plans/Play Plans/Individual Behaviour Plans (IBPs) or Education, Health and Care Plans.

G. Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment.

H. Marking and Feedback:

- As far as possible feedback and marking is done with the child (over the shoulder feedback). This is kept as simple as possible in recognition of the age and stage of development of the children.
- Staff make notes about whether children need to revisit, consolidate or move on. Teachers identify misconceptions or next steps which can be used as teaching points for the whole class, groups or individual children.
- Staff take note of spellings which children should know in line with phonic or spelling curriculum and what they have been taught. Spellings may be addressed individually or as a group or class.
- Incorrect letter and number formation is corrected individual or as a group or class.
- Children are encouraged to check their own work. There are also occasions when children are encouraged to check each other's work (when appropriate).

I. Assessment:

Formative Assessment	Summative Assessment
• Used during the learning process • Provides feedback on learning-in-process • Dialogue-based, ungraded	• Used at the end of the learning process • Evaluates learning against a standard or benchmark • Graded
Diagnostic Assessment • Usually given at the beginning of the of the unit/topic • Used to collect data on what children already know about the topic • Allows the teacher to make sound instructional choices as to how to teach the new topic content and what teaching approach to use • Often used pre- and post-instruction, where children are given identical pre- and post-tests before and after the topic. This method allows teachers to chart progress by comparing pre- and post-tests results.	

Formative Assessment:

Formative assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:

- Recap of previous knowledge at the start of lessons;
- Adult observation of children's responses to questions;
- Adult observation of children on task;
- Continuous feedback throughout the lesson;
- Self and peer assessment;
- Plenary activities;
- Marking and feedback linked to learning, steps to success and indicators for improvement of work.

- On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Goals/Objectives.

Summative Assessments:

Summative assessments are made at the end of Reception against the Early Years Foundation Stage Profile. Development Matters is also used to support teachers in assessing children throughout and at the end of Reception. Children in Year 1 take the Phonics Screening Check. At the end of Year 2 assessments are made against the end of KS1 standard.

- Formal assessments from the assessment performance descriptors for English and Mathematics at each tracking point and further assessments for particular aspects of the curriculum as necessary. These are recorded on Target Tracker.
- Results from all summative assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
- Some summative assessments are shared with the Local Authority and the DFE.

Diagnostic Assessments:

- As we do not have a nursery, we carry our own Reception Baseline on entry. This information, together with information that we have available at the time from parents/carers and previous settings helps us to form a picture of the child's ability on entry to our school.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching. They are used by teachers and senior leaders within the monitoring process to evaluate the performance and progress of individual and groups of children. To inform future provision and school development.
- Question Level Analysis (Phonics Screening Check and SATs) is carried out to inform future planning and provision.

Assessment information across the curriculum, both standards and achievements, are shared with parents/carers at Pupil Progress Meetings and within Annual Reports at the end of each academic year. End of year reports include information about the next steps for learning in the core subjects.

J. Record Keeping:

- Records are kept of all summative assessments undertaken. Teachers may keep their own records of other assessments throughout the year.
- All records are passed to the next teacher or the child's next school.

K. Inclusion (please refer also to the School's SEND Policy)

- Inclusion is about the school meeting the diverse needs of children, ensuring they have access to an appropriate curriculum in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at St. Paul and St. Timothy's Catholic Infant School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy, all children will be given access to the National Curriculum, this may need to be adapted or supported to meet the needs of some children. There may be some children whose needs may require an EHC Plan which indicates disapplication. Staff will actively support all children to reach their potential.
- Children who receive additional or extra support, including those with EHC Plans, have one page plans specifically tailored to their needs. These are followed as far as possible as part of the usual classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment.
- Inclusive practice across the curriculum should enable all children to achieve their best; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or progress in their learning.

L. Monitoring and Review

- The Head Teacher, Deputy Head Teacher and SLT will monitor the effectiveness of this policy throughout the academic year. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Review Schedule:
September 2011
December 2014
November 2015
February 2017
February 2018
March 2019
<u>Next Review:</u> March 2020