

Teaching, Learning, Assessment and Marking Policy

Introduction

At William Stockton Primary and Wimboldsley Federated Schools we aim to ensure that all children reach their full potential and become confident, disciplined and independent learners. The Teaching, Learning and Assessment Policy (TLA) is the core policy for the school and informs best classroom practice. It will enable children to make progress in every lesson taught and will ultimately raise standards. The policy was written as a result of developments in our practice and is based on current learning and understanding of recent research.

We put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. It will be the basis for passing on information from one stage to the next to make transition smooth. It will also be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners will be involved in the assessment, record keeping and reporting strategy at appropriate points. Marking is an important part of daily assessment and we believe that pupils are entitled to quality feedback from staff to enable them to evaluate their progress and improve their performance. Marking must enable children to become reflective learners and help close the gap between current and desired performance.

Teachers are expected to refer to this policy frequently and use it to help evaluate and tweak their practice to give the best provision for our pupils. The head teacher, senior management and curriculum leaders will monitor TLA to ensure that high standards are met.

Teaching and Learning

Aims:

- Raise the quality of learning and as a result raise standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable teachers to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice

Principles

The whole school uses the Focus Learning Challenge Curriculum and this is fundamental to children's learning and underpins the work we do. Planning and lessons use a CHAMPS structure ('Channel your mind', 'Home in on the facts', 'Action', 'Memorise', 'Prove it' and 'Sit back and reflect'). Solo Taxonomy methods are also used throughout planning, teaching and assessment (self, peer and teacher). Teachers the children themselves are aware of whether they are Pre-structural, Uni-structural, Multi-structural, Relational or Extended abstract

We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good role models to evaluate and have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful (Kagan and adapted RWI conventions to suit our children - specifically Fred Talk, Fred Fingers, Special Friends using the phonics focus). Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

Definition of learning

At William Stockton and Wimboldsley Federated Schools we have defined learning as:

ACQUIRING AND PRACTISING SKILLS + APPLICATION OF EXISTING KNOWLEDGE = NEW LEARNING

It should enable children to use existing skills and knowledge and apply them to other contexts.

We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive, evaluative and enjoyable. It should build on experience and built in success for all. It should be based on our good knowledge of the children so that it engages them, it should have high expectations of learning outcomes and it should always be purposeful and relevant.
- Owned by the children. They should have a role in the planning, choice of level, choice of resources, feedback and agreeing next steps.

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

What	How	When
Creating a safe setting for the children	Clear routines, rules, structures and boundaries are agreed and adhered to	Start of the school year and referred to as a method of praise
Stimulating their imaginations and thought processes	A range of resources, questions, use of working walls, children's ideas and artefacts	Weekly
Providing accessible learning	Equipment labelled for all types of learners	Daily
Developing and promoting a cooperative learning environment	Helping the children to become cooperative learners within the school	Daily

This policy will improve learning because:

- Everyone is committed to achieving a consistent approach to learning
- Expectations are clear to all
- Children have a voice in their own learning

The effective lesson at William Stockton and Wimboldsley Federated Schools:

- ✓ Referring to the whole coverage and relevance of the learning to the real world (**why** -- is important to learn, **how** -- is in place useful and relevant to my world and my future)
- ✓ Asking good thought provoking questions
- ✓ Cooperative learning structure within lesson
- ✓ Comparing more than one example (to agree success criteria, clarify the how did they do this, set the expectation)
- ✓ Providing time for pupils to work (self--checking against success criteria)

Assessment, Recordkeeping and Reporting

Aims:

- To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
- To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding.
- To record learners' personal and social progress and achievements.
- To be the basis of feedback to learners and to help them set individual targets for improvement.
- To ensure efficient and effective continuity and progression of learning across the school.
- To be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
- To promote the greater involvement of learners and parents in assessment and the teaching and learning process.
- To assist in the diagnosis and identification of individual and special needs.
- To ensure common practice throughout the school and to assist in the smooth transition to other schools.
- To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

Strategies

1. Children's work should be regularly monitored, evaluated and reviewed. They should be given clear feedback about their strengths and areas for development. (Through assertive mentoring meetings and/or teacher feedback meetings – see section on Marking using Pink and Green).
2. Staff should discuss learners' work with them and they should be told about their progress and achievement. Fair and realistic targets for improvement should be agreed.
3. Recording should be of a positive nature and celebrate the achievements and progress made by learners.
4. Records should be clear, kept simple and easy to understand.
5. Records should include all statutory information.
6. Records should present a broadly based picture of the child, involving all positive aspects of development.
7. Records should develop a profile of the child and might include samples of work and other evidence.
8. Teachers should involve children and parents in assessment and recording as appropriate.
9. Assessment and record keeping must be kept manageable.
10. Reports should meet statutory requirements and give parents a clear and accurate picture of the learners' progress and achievement in all areas.
11. Pre-teach sessions are given for those children who are not making expected progress.

Outcomes

Assessment is not separate from, but an integral part of, the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education.

Marking

Purposes

Quality marking will involve a range of strategies that:

- inform teachers of pupils' attainment, progress and future needs
- inform pupils of their strengths, weaknesses and areas for development
- recognise effort, attainment and progress
- provide positive praise and encouragement
- are easily understood by the pupils

Guidelines

1. Teachers must ensure that pupils are clear about what they will be looking for when the work is marked, so learning objectives and success criteria should be shared with the children at the start of a lesson. WHAT.....HOW.....WHY we are learning this.
2. Work must be dated, long date for all subjects except for Maths, any continuation of work will have the short date in the margin.
3. An indication should be present as to the level of support the child has received when completing the work (**T**: Teacher assisted work, **TA**: Teaching Assistant assisted work).
4. Feedback should include both spoken and written dialogue (**O**: Indicated that oral feedback has been given). In EYFS and Key Stage 1 written feedback may take the form of pictures, stamps or stickers alongside written feedback.
5. Feedback must be focused on the learning objective, subject specific successes, areas to improve and individual targets. Comments to highlight successes / areas to improve throughout the piece of work for example in the margin or in a summary statement.
6. Marking should recognise effort as well as quality when appropriate.
7. Appropriate prompts should be used to 'close the gap' and extend the child's progress and attainment.
8. Work must be marked by the teacher taking the lesson and is expected to be daily. If a TA is involved in the marking, this will be initialed and checked by the class teacher.
9. Marking is completed in PINK and GREEN pens (to reflect the tickled pink system) which will contrast with the children's work and should be initialed by substitute teachers or teaching assistants.
10. Teachers use Pink and Green (TICKLED PINK AND GREEN FOR GROWTH) to show success in work and indicate where improvements can be made linked to the learning objective and success criteria.
11. Pupils will Read and Respond (RAR) to their comments using PURPLE pens in KS2 and pencil in KS1 with a purple tick.
12. Pupils experience opportunities for peer marking, worded around the tickled pink and green for growth philosophy. PM is used to indicate peer marking and pupils initial their comments.
13. Abbreviations to be used: Sp - spelling, CL - capital letter, PR - Proof read. Green P in a triangle - improve presentation. Pink P in a triangle - impressive presentation.
14. For spellings, sp to be written in the margin - children to identify the spelling error. The specific spelling will not be identified to encourage independent writing. In KS2 - 5 spellings max. In KS1 - 3 spellings max.

Conclusion

The feedback provided for pupils will be consistent and effective; it must be accessible to the pupils and contribute to pupil progression in that area of the curriculum.

Equal Opportunities

At William Stockton and Wimboldsley Federated Schools we are committed to ensuring equality of education and opportunity for disabled pupils, staff, and all those receiving services from the school regardless of gender, race, and disability.

Policy agreed: Spring 2017

Policy review: Spring 2018