



The Reddings Primary and Nursery School
Teaching, Learning and Assessment Policy

Our Vision

Irrespective of beginnings we are passionately committed to ensuring that all our children are the best they can be.

At The Reddings we want our children to be:

- engaged and inspired to take on new challenges in their learning.
- hardworking and resilient and proud.
- confident and independent learners.
- able to persevere and react upon feedback they are given to improve their work
- part of a shared community of tolerance and respect. .

Intent

Through an enriched and memorable curriculum we create engaged and curious learners and with a therapeutic approach we strive to overcome and remove barriers for and with our children.

Behind all teaching and learning is the understanding that pupils know what they are learning, why they are learning it, whether or not they have been successful in their learning and their next steps.

At The Reddings we promote success for all and believe we are all lifelong learners and aim, through our curriculum, teaching and enrichment opportunities, to instill this in our children.

All teachers, governors and learners have been consulted, in developing this policy, which summarises expectations and common working practices.

Curriculum.

The intent of our curriculum is to provide children with the memorable and necessary learning experiences they need to ensure they can make expected or accelerated progress and gain the essential knowledge and skills they require to become successful adults and make a positive contribution to society.

We know that the best learning takes place within an engaging curriculum with links made between subjects to ensure contextualisation of learning. Curriculum maps are topic based underpinned by high quality, language rich texts, which match the foundation subjects progression of knowledge and skills.

We plan for opportunities to provide enrichment, make concrete links in learning, offer educational visits and welcome visitors and speakers from the local and wider community into school. Theme days, weeks and first hand experiences are an integral part of learning at The Reddings.

Planning and Monitoring.

For each half term, a termly overview (medium term planning) supports flexible timetabling, cross curricular links and a clear sequence of learning.

Topic maps are used to highlight key areas for learning within a topic. These are used to share information about planned learning opportunities with children and their parents/carers via the school website.

Teachers use assessment information to plan teaching and learning which is tailored to the needs of the class and provides a clear sequence of learning. Work is appropriately pitched to enable all learners to participate and be sufficiently challenged. It is a requirement that all teaching sessions, including whole class, groups and one to one sessions, are planned for and a clear planning process is required to be evident in learners books. Should the evidence base not be robust the schools recommended planning format is required to be used as part of supporting the teacher in their continuing professional development.

For staff new to teaching the school's recommended planning formats will be used as part of their induction.

For individual subject planning expectations please see appendices. All adults working within the class have access to planning in order for adults to be prepared to fully support teaching and learning.

Assessment, Feedback and Marking

Assessment is used to inform teaching and learning. It is continual and effectively timetabled to ensure it is regular, rigorous and robust (see appendix 10) Throughout the year a combination of formative and summative assessment is used to inform next steps of learning and provide an overview of pupil achievement. Assessment information is monitored for quality and accuracy through staff and phase meetings, drop ins, book looks, monitoring of assessment records and internal and external moderation by subject and senior leaders. Data is used in half termly pupil progress meetings to monitor individual and group progress and attainment and identify focus areas for teaching and learning as well as to identify impact of strategies used.

For assessment of individual subjects, see subject teaching and learning policies within the appendices.

The purpose of feedback and marking is to support children in making progress in their learning and inform teachers and learners of next steps. Feedback should be given in a timely manner to maximise impact and children must be given the opportunity to respond (see Consistency in Written Feedback Guidelines appendix 8). In developing children as independent learners, we ensure that feedback is scaffolded to encourage children to move towards independence in editing and improving their own work. The consistency in written feedback document is reviewed annually (see appendix).

Roles and Responsibilities

We conduct all our teaching in a positive atmosphere of trust and respect for all, underpinned by our whole school Hertfordshire Steps Ethos. School policies promote this and all staff have a responsibility to follow these policies. The Leadership Team and Governing Board, monitors the standard of teaching and learning through regular and ongoing monitoring, including through observations, book looks, learning walks and pupil voice feedback. Outcomes of monitoring are shared with staff and targets set revisited to ensure ongoing professional development. Governors are informed of the outcomes regularly.

Parents and carers have a fundamental role in helping children to learn. They are provided with timely topic information to support home learning and discussion, are regularly invited into school to take part in events, are provided with the opportunity to attend parent consultations twice a year and with written reports termly.

Monitoring and Review

The Headteacher, Assistant Headteachers and Subject Specialists, will monitor the effectiveness of this policy throughout the academic year. The Curriculum Lead (Assistant Head) will report to the Governing board on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

Linked Policies

Positive Behaviour Policy

Subject Policies (on renewal to be added as appendices)

Home School Agreement

EYFS Policy

Safeguarding Policies

Teachers' Standards

Appraisal Policy

Inclusion Policy

Appendices

1. National Curriculum Map Proforma (long term planning)

2. Termly Overview Proforma (medium term planning)
3. English planning document (recommended planning format)
4. Maths planning document- Essentials (HfL plans to be annotated)
5. Science planning document
6. Computing planning document- (annotations to Herts Scheme)
7. Curriculum planning document
8. Consistency in written feedback
9. Phonics planning sheets
10. Assessment 2018-2019