



***Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.***

## **Teaching, Learning and Assessment Policy**

### **Introduction**

At Pattishall Primary School, we believe that learning should be an enjoyable and rewarding experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding to be able to make informed choices about important things in their future lives. We believe that appropriate teaching and learning experiences help children lead happy and rewarding lives.

Each of our teachers makes a special effort to establish good working relationships with all children. We treat children with kindness and respect. We praise children for their efforts and, in doing so, we help to build positive attitudes towards school and learning in general.

### **Effective Teaching**

Teachers must have a secure knowledge of what they are teaching. This knowledge is used effectively to plan appropriate and challenging lessons for pupils. In line with both the EYFS curriculum in Reception and the National Curriculum in Years 1-6, teaching should develop, consolidate and deepen pupils' knowledge, understanding and skills.

Class teachers plan effectively to encourage children to use their skills in Reading, Writing and Maths across the curriculum and expect pupil outcomes in these subjects to be consistent. Clear success criteria are set which are shared to enable pupils to perform to the best of their ability.

There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

We deploy teaching assistants as effectively as possible through: support for small groups within the classroom; and delivery of planned interventions with both individuals and small groups.

### **Effective Learning**

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match and challenge their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries.

We offer opportunities for children to learn in different ways which are enhanced by:

- individual, group and whole class work;
- decision making, use of initiative and problem solving;
- creative activities;
- discussion;

- the development of social skills and independence;
- support;
- use of ICT;
- fieldwork, visits and visitors;
- access to relevant resources.

Learning takes place in an environment which:

- is stimulating yet peaceful and calm;
- is happy and caring;
- is organised;
- makes learning accessible;
- is encouraging and appreciative;
- provides equal opportunities.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

### **Effective Assessment**

Teachers make ongoing assessments of a child's progress and use this information to address misconceptions during lessons and to adapt future planning. Where pupils are identified as falling behind, rapid intervention is used to address this. This is in line with our Inclusion Policy.

Ongoing teacher assessment contributes to Reception's Tapestry online learning journal and progress tracking for all other years. This information contributes to Pupil Progress Meetings between Key Stage Leads and teachers.

During the year, parents receive targets and progress updates for their child and an annual summative report at the end of the year. These also contain effort and attainment information detailing whether pupils are working at, below or above age related expectations.

### *Marking*

We recognise the importance of feedback for children to support their progress. This can take the form of:

- oral feedback
- written feedback on work
- other marking consistent with our Marking Your Work document (see Appendix A)

Teachers aim to provide feedback during each lesson allowing pupils to respond immediately whether through the editing of their work or through answering a 'challenge'.

Comments in homework books will range from simple ticking and initialling to short comments (eg great effort) to longer comments (highlighting a specific element). This will depend on the task set. If work is set using [mymaths.co.uk](http://mymaths.co.uk), the comment may be completed online rather than the book.

For longer pieces of topic homework, we will ensure that a long comment is written for each child. Any comments in the homework books made by parents will be responded to no matter what the task was.



## Marking Your Work...

We will mark your work using pictures to make it quick and easy for you to look back at:

|                    |  |                       |  |
|--------------------|--|-----------------------|--|
| Capital letters    |  | Look again            |  |
| Finger spaces      |  | This was great!       |  |
| Full stops         |  | You got this right    |  |
| Great adjective    |  | Check this one        |  |
| Great verb         |  | Check the spelling    |  |
| Great conjunction  |  | House point           |  |
| Challenge question |  | Verbal feedback given |  |

We'll try to talk to you about your work during the lesson but you will also us highlight the **good parts in green** and the **parts we would like you to work on next time in yellow**. This will be based on the Success Criteria/WILF.

You may also see one of these marks to show how much support you had with the work:

|  |             |  |                        |  |           |
|--|-------------|--|------------------------|--|-----------|
|  | independent |  | guided                 |  | supported |
|  | Teacher led |  | Teaching Assistant led |  |           |