



Teaching and Learning Policy

Introduction

At Livingstone we believe that learning should be a rewarding and enjoyable lifelong process through which everyone can strive towards their aspirations. We challenge and support our children to do their very best by providing an extensive range of learning experiences, which will equip them with the skills, knowledge and understanding in order to lead happy and rewarding lives. At Livingstone, every child will have an entitlement to benefit from teaching of the highest quality.

At Livingstone we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Rationale

Teaching and learning is the basis of the school's purpose. Ensuring basic skills development for all the children in our school is the responsibility of all members of staff and the wider school community. It is the means through which we offer children a broad and balanced curriculum which meets the requirements set out in the national curriculum and the agreed syllabus for RE.

This document lays the foundation for the whole curriculum and is the context by which all other policy statements should be based. Its purpose is to ensure that all members of the school community are aware of the fundamental principles that underpin the work of the school. It is intended to provide clear guidelines for staff and governors to ensure a shared understanding of the factors indicative of high quality teaching and learning and provide a basis for consistency across the school.

Aims

We acknowledge that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- meet the needs of all the children in our care to enable them to make the best possible progress;
- help children grow into reliable, independent and positive citizens.

Responsibilities

The whole school community should work towards the school's aims by:-

- working as a team, respecting, supporting and encouraging each other.
- sharing the basic principles and values of the school.
- valuing each other as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community.

The Headteacher, SLT and Subject Coordinators should work towards the school's aims by:-

- monitoring and evaluating the quality of teaching and learning throughout the school.
- assessing the impact of teaching and learning, and the developments of practice.
- working closely with the governing body.
- taking the lead in establishing and maintaining a positive ethos.
- setting an example for the rest of the staff at the school.

- ensuring appropriate levels of staffing and resourcing.
- promoting the professional development of staff through INSET, staff meetings and advice.
- reflecting on current practice throughout the school and taking the initiative to lead developments in practice.
- ensuring that members of staff follow school policy and procedure to enable continuity and consistency.
- evaluating the success of this policy and updating it on a regular basis.

Teachers should work towards the school's aims by (References to Teachers' Standards in brackets):-

- maintaining an up-to-date knowledge of the National Curriculum and the agreed syllabus for RE.(3)
- providing a stimulating programme of study across the breadth of the curriculum, designed to enable all children to reach the highest standard of personal achievement (2,3)
- recognising and providing for the needs of the individual child (1, 2, 5)
- ensuring that learning is progressive and continuous (2, 5)
- helping children to take pride in their own learning (1)
- having a positive attitude towards school development and the development of their own expertise (1, 8)
- being good role models - punctual, well prepared and organised (1, 7)
- working collaboratively with a shared philosophy and consistency of practice (8)
- supporting each other in developing practice further (8)
- liaising with Teaching Assistants in advance of the lesson to support them to deliver the planning (8)
- planning activities that inspire and excite the pupil whilst moving pupils forward in academic development by addressing and filling the gaps they may have in their learning (2, 3, 4, 5, 6)
- communicating effectively with children, parents and other professionals regarding children's learning and welfare (5, 8).

Teaching Assistants should work towards the school's aims by:-

- working alongside teachers to enable the delivery of the teacher's planning.
- giving regular feedback to teachers regarding pupil's progress and understanding.
- bringing to the attention of the teacher any concerns they may have.
- following all school procedures and policies.
- ensuring consistency of provision by following school policies such as the calculations policy.
- helping children to take pride in their own learning.
- recognising and providing for the needs of the individual child.
- being good role models, punctual, well prepared and organised.
- working collaboratively with a shared philosophy and consistency of practice.
- liaising with the teacher to ensure that they are clear about the plan for the lesson and the learning objectives.
- where it applies, planning and delivering intervention programmes and strategies faithfully and as appropriate to the group, liaising closely with members of teaching staff including the class teacher and SENDCo where appropriate.
- communicating effectively with children, parents and other professionals regarding children's learning and welfare.
- ensuring they have a copy of the pupil passport of any child whom they support.
- being involved in tracking progress and knowing how children are moving forward in their learning.
- where relevant, setting homework that reinforces learning.

Governors should work towards the school's aims by:-

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors, and a review of the in-service training sessions attended by staff.
- undertake training to keep abreast of current developments and deepen their understanding of school life.
- where it applies, subject leaders will meet with the governors to report the effectiveness of teaching and learning and monitor progress.

Pupils should work towards the school's aims by:-

- attend school regularly and punctually;
- completing and returning homework on time;

- behaving appropriately at school and taking responsibility for their own behaviour;
- taking growing responsibility for their own learning and self organisation;
- being polite, courteous and respecting the views and property of others;
- having a positive attitude to learning and being willing to have a go;
- ensuring they have the correct equipment with them eg, PE kit, book bag;
- understanding that we all make mistakes and that they can help us to get even better;
- sharing their learning with others and working cooperatively.

The school will help parents to support children's learning by:-

- holding curriculum workshops to explain our school strategies for example calculation, phonics etc
- sending information to parents via the newsletter, at the start of each half term, which outlines the themes that the children will be studying during that term at school;
- sending home yearly reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.
- communicating via the Reading Diaries and Foundation Stage Learning Journeys and how they can share reading with their child with a variety of follow-up activities.
- updating the school's website with information on the curriculum.

Parents should help the school fulfill its aims by:-

- attending meetings to discuss the progress and attainment of their child with the class teacher.
- attending curriculum workshops and information evenings to understand how they can best support their child's learning.
- ensuring that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct equipment and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general;
- support their child's learning at home.
- fulfil the requirements set out in the home-school agreement.

Effective Teaching

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Every lesson will show evidence of these core features (references to Teacher's Standards are in brackets):

- Lessons will be planned with clear and differentiated learning objectives. We take these objectives from the National Curriculum or the EYFS Statutory Framework (2014), but they are specifically matched to learners' needs identified as part of the teaching cycle from ongoing assessments of each child's progress and the marking of work. This enables them to take into account the abilities of all their children and plan for the next steps in learning. (3, 4, 5)
- Work is differentiated to the specific needs of learners – making use of tracking (SPTO) data as well as knowledge about learning from the daily process of reflection on previous teaching and learning. All tasks set should be appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's pupil passport. Teachers modify teaching and learning as appropriate for children with disabilities. (2, 4, 5, 6) (see SEND Policy)
- Our lesson plans contain learning objectives, links to the national curriculum programmes of study, information about the tasks to be set and how they are differentiated, the resources needed, and the way we assess the children's work and know that they have understood the learning objective. We evaluate all lessons, so that we can modify and improve our future teaching. (1, 2, 3, 4, 5, 6)
- Success criteria are generated with the children in lessons as appropriate so that they are able to self and peer assess how well they have completed the task. (2)
- We pride ourselves on positive relationships between teachers and pupils and between pupils themselves. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We use a smiley system for children to earn 'smileys' for good work,

attitude, manners and behaviour and move along the classroom 'Wall of Success'. Misbehaviour will result in an appropriate sanction. (7) (see Behaviour Policy)

- Marking and feedback is of a high quality. Feedback both celebrates learning and progress and makes it clear how children can further improve their work. Corrections should be carried out promptly and should be checked by the teacher to ensure they support further development. (2,6)
- Teachers monitor the progress and learning of all groups ensuring that progress is being made and systematically check students' understanding and intervening swiftly and effectively to ensure the best possible learning in the time available. Lesson plans are used flexibly and are adapted as needed both immediately in lessons and on reflection to inform the next day's learning. (4, 7)
- Lessons end with a summary of learning so far, possibly involving self or peer assessment against learning objectives and success criteria. Learning is put into context and where relevant, future learning is outlined. (2, 5, 6)

In addition, other key aspects of our teaching include:

- We set academic targets for the children in each year, and we share these targets with children. We review the progress of each child at the end of the academic year, and set revised targets. (1, 2, 6)
- We track children's progress in Reading, Writing, and Mathematics on a half-termly basis. These assessments form the core of our Pupil Progress Meetings. Any child who is causing concern is identified on our CCC grids and appropriate support planned for the next term. The effectiveness of any intervention is monitored and the content adapted as appropriate. (2, 6)
- Curricular targets for reading, writing and maths are set and are on display in the classroom and in books. These help the children understand what their next steps in learning are. (1, 2)
- We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. (5) (see Equality Policy)
- We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. In order to allow local visits and enhancements to the curriculum there is a general consent letter signed at the start of each year. However, parents are always informed when a visit is planned. (7, 8)
- We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Sometimes they work within the teacher's lesson and sometimes they are involved in delivering appropriate interventions according to the needs of the children. Our volunteer helpers concentrate on practising reading with selected individuals. (2, 5, 8)
- Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the themes studied by the children. We ensure that all children have the opportunity to display their best work. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning. (1)
- All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. (4, 8)
- Work is linked to prior learning and connections made explicit so that children see the relevance of their current learning. (2, 3, 4, 5)
- Learning is challenging and well paced for all learners so that they make good use of time and are rarely off-task. Teacher demonstration ensures that learners know exactly what is expected of them. (1, 2, 4, 5, 6).
- There is a focus on cross curricular learning opportunities reinforcing learning in literacy, numeracy and ICT. (3, 4).
- There is excellent use made of a range of questioning techniques to effectively gauge student's understanding. (4, 5, 6)
- Excellent subject knowledge challenges and inspires learners. (3)
- Homework is set, marked and non completion is followed up systematically. (4)
- Teachers are eager and enthusiastic, passing on their interest in the subject and promoting the importance of learning in giving children life choices. Teachers have high expectations of their pupils. (1, 4)
- Children are encouraged to take ownership of their learning and take pride in their work. They are given the confidence to make mistakes and understand that we learn from these. (1, 2, 4, 6)
- We include opportunities for children to work in pairs and in groups during lessons to ensure that all children participate in learning and that they develop cooperative skills and listen carefully to each other. (1, 2, 5, 7)

Effective Learning

Children learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We believe that children learn best when learning is stimulating, challenging, creative, fun, varied, practical, interactive and enjoyable.

Our positive mentoring behaviour system includes opportunities for children to earn 'smileys' and save up for their bronze, silver and gold awards.

In order for children to 'learn' in the best positive 'climate' the following strategies should be part of our practice when relevant:

- connect the learning with previous work;
- give learners the 'big picture' of the whole lesson;
- explain the learning objectives, and why the lesson is important;
- present the information in a range of styles;
- allow opportunities for the pupils to build up their own understanding through various activities
- review what has been learnt, and so increase recollection
- provide feedback, celebrating success and reviewing learning strategies
- outline the next step in learning before moving on.

At Livingstone, we have developed a Learning Guarantee to support all our children to learn and to love learning. This involves:

- Challenging and supporting you so that you make excellent progress.
- Rewarding you when you do well.
- Being consistent about how we want you to set out your work.
- Creating an organised, attractive and welcoming environment.
- Explaining how you can improve and make progress.
- Displaying your work so that it looks its best.
- Being clear about how we want you to behave.
- Using learning partners so that you can learn from each other.
- Trying to have lessons outdoors.
- Taking you on trips and visits.
- Inviting visitors into school.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

Strategies for Teaching and Learning

Class teachers teach the whole curriculum, drawing on the specialist knowledge and expertise of subject coordinators and other colleagues. Currently we also have a PE coach for one session a week for Classes 2-5. We also use an MFL specialist in KS2 to deliver a 30min Spanish lesson to each class. This teacher is employed by the local high school. We have also made use of the Mossley and Carrbrook Schools Partnership to enhance the curriculum so that all Class 5 pupils have brass tuition and all KS2 pupils learn choral singing.

Strategies for Teaching and Learning: Early Years Foundation Stage (see EYFS policy)

- We follow the Early Years Statutory Framework (September 2014).
- Planning is focussed on the prime areas which are Communication and Language; Personal, Social and Emotional Development and Physical Development.
- There are also 4 specific areas – Literacy, mathematics, understanding the world and expressive arts and design.
- Our EYFS curriculum is planned around broad topics and themes which are adapted to follow the children's interests.
- We believe that it is important that young children learn through play and so they spend much of their time in Continuous Provision.
- The areas in the classrooms are adapted, changed and enhanced according to topic and individual interests.
- There are regular group gathering times through the day and built-in focussed adult led tasks too. These are planned to meet the needs of the children and move their learning forwards.

- Adults will also spend some time operating alongside the children in Continuous Provision to extend and support their learning. They adopt a co-learning approach modelling play and using verbal and physical prompts. When appropriate, they use techniques such as 'What a good one looks like' (WAGOLL) to model appropriate responses.
- Staff are 'Hanen' trained and use strategies incorporated in this to promote Communication and Language.
- Observations are made of children at regular intervals. These are used to inform the next steps and inform planning.
- Outdoor learning is very much a part of learning in the Foundation Stage and both classes have time to use the outside environment and have access to 'Forest School' lessons.
- Assessment is made following the Development Matters steps and the Early Learning Goals in Reception. This allows us to take the learning and the next steps to the children.
- We believe in the importance of Parental Partnership in ensuring the best possible outcomes for children. We share knowledge of children's development between practitioners and parents and vice versa through Parent's Evening sessions, questionnaires and an open door policy.
- We use consistent signs and symbols to support learners and clarify expectations for behaviour.

Strategies for Teaching and Learning: Literacy

- Genres are organised across the year to ensure a balance of non-fiction, fiction and poetry units. The units are selected to tie in with topics so that opportunities for cross curricular writing are maximised. Each year, we complete a long term plan for how the units will be organised across the year.
- At the start of each unit, we plan the outline of the unit onto the circles 'Route map'. This allows us to see how the final planned outcome will fit and help us to identify the learning that needs to happen in order to feed into this final outcome. This provides us with a clear teaching sequence for working through a literacy unit. Part of this teaching sequence is the use of a model text which is used to 'magpie' key vocabulary and then broken down into the 'bare bones'. This enables us to use it as a model for planning our own writing. To support the children's use of vocabulary, the model text is learned with actions through the 'Talk for Writing' methodology. Whilst writing their own text, children should have the writing process demonstrated through shared and modelled writing. This will then lead into independent writing whilst the teacher will collect together a group of children to work on a particular writing skill through guided writing of the next section. The whole of the writing process should be up on display on the working wall for children to 'magpie' as they write independently. This learning process can then be used when revisiting the text type at a later stage.
- Success Criteria are generated and used as often as possible in writing sessions. They should be used in extended writing to help refocus children on the features of the text type they are revisiting. These should be differentiated when appropriate.
- All lessons should have specific, differentiated learning objectives and differentiation should be clear. It should be clear how the teacher will assess and review learning.
- In EYFS and KS1 the children are organised into phonics groups. These groups are organised based on our assessments of the children's spelling and phonics skills. We use 'Letters and Sounds' and 'Support for Spelling' to plan and teach our spelling and phonics programme. We also use the identified spelling lists from the national curriculum.
- In our phonics sessions we use consistent terminology to support children to discuss and comment on spelling patterns. These include phoneme, grapheme and split vowel digraph.
- In KS2 the children have 4x weekly SPaG lessons. These lessons are carried out in whole class groups. However, appropriate differentiation should still be evident in these sessions.
- In literacy units we consistently refer to text features using correct terminology (see the features of writing guide in the teacher's public drive).
- All children participate in Guided Reading at least once a week with a teacher. We timetable this slot after lunch on most days so that we can use teaching assistants to support more guided reading sessions.
- We expect children to read regularly at home. The expectation is that there will be at least 3 entries each week in the reading diary. For children in KS2, these can be by the child as long as one is by an adult each week. For children with 3 diary entries each week, we run a reading draw in which they could win a good-quality reading book.
- We assess and track children for reading and writing every half term. Again, these are assessed against the objectives in the National Curriculum.
- All children have curricular targets in reading and writing which should be on display in the classroom and in their books / guided reading folders.

Strategies for Teaching and Learning: Numeracy

- Numeracy is planned based on objectives from the national curriculum year group expectations.
- We use consistent mathematical language with the children to ensure continuity and allow them to explain their thinking accurately.
- All children have curricular targets which should be on display in the classroom and where appropriate in their Maths books. This often works best if they are based on mental skills so that they can be revisited regularly.
- All lessons should have specific, differentiated learning objectives and differentiation should be clear. It should be clear how the teacher will assess and review learning.
- To enhance continuity and consistency in teaching and learning, we have written our own calculations policy. This covers how the four operations should be taught from the Early Years up to Year 6. The final method is agreed across the Mossley and Carrbrook Schools Partnership to ensure Y7s starting at the high school have similar methods of calculation.
- We believe that it is important to develop many strategies to help children understand number beyond counting on. For this reason, Numicon apparatus should be used widely across the school. There are teacher's guides for Level 1, 2, and 3 which support teachers to incorporate its use into their teaching.
- We believe that children need lots of opportunities to practise oral and mental maths skills and plan in daily oral and mental sessions either as part of the Numeracy lesson or elsewhere. Part of this should be the regular practise of times tables. We have adopted a weekly times table system called 'Times Tables Rockstars'. This is an online scheme which runs alongside times tables practices that occur 3 times a week in class.
- Children's progress is tracked and assessed every half term. Children's progress is measured against the objectives set out in the National Curriculum.

Strategies for Teaching and Learning: Science

- Science is based around units taught on a cycle. These are selected to tie in with topics where appropriate and to build on learning in previous years.
- We have a Science week each year to promote a love for Science and practical experimentation.
- We try to include as much practical Science as possible in our lessons. Children need to carry out full investigations as often as they can.
- Planning should make reference to the programmes of study and include the relevant level descriptors for the children in that class.
- All lessons should have specific, differentiated learning objectives and differentiation should be clear. It should be clear how the teacher will assess and review learning.

Strategies for Teaching and Learning: Foundation Subjects

- Teaching and learning across the foundation subjects is organised into topic cycles across KS1 and KS2 to allow for our mixed age classes.
- Within this rolling cycle we ensure that planning is at the appropriate level for the children in each class and that subject specific skills are developed and taught at the appropriate level.
- Planning should make reference to the programmes of study and include the relevant level descriptions for the children in that class.
- All lessons should have specific, differentiated learning objectives and differentiation should be clear. It should be clear how the teacher will assess and review learning.
- We hold various theme weeks throughout the year such as Arts week and MFL week to enhance and extend curriculum provision.

Strategies for Teaching and Learning: Special Educational Needs and Disabilities (see SEND policy)

- Pupil passports are written termly with no more than 3 achievable (SMART) targets.
- Every member of staff who works with a child should have a copy of (or know where to access) the pupil passport.
- Any concerns about a child on or off the register should be reported to the SENDCo as soon as possible.
- Pupil passports are reviewed termly. The review must take account of what the child can now do. Parents are invited to these review meetings with the class teacher and teaching assistant. At these meetings the progress towards the previous term's targets is reviewed and the new targets are set. The next pupil passport will outline the next targets and the provision the child will receive in order to support this. The pupil passports are completed on the server and the SENDCo ensures that parents receive a copy.
- Pupil passport targets should be specific to each child and match their next steps in learning.
- Pupil passport targets should link to the class targets for reading, writing and maths (although they may be more specific than those displayed in class).

- Children need to know their targets or know where to find them on display in the classroom. They should understand their target and what they have to be able to do to achieve it.

Strategies for Teaching and Learning: Handwriting and Presentation:

- We have a consistent handwriting scheme (Penpals) to follow and handwriting sessions are timetabled regularly.
- We concentrate on letter formation and size in Y1 and Y2, introducing some joining in Y2. Joined handwriting is then taught and practised through KS2.
- We expect handwriting to be applied in writing across all subjects.
- Once children have secured a fluent, joined style in upper KS2, they are allowed to complete work in pen instead of pencil.
- We have consistent expectations for the presentation of work as laid out below.

	KS1	KS2
Date	Literacy / Topic / Extended Writing: Long Date Maths / Science: short date	Literacy / Topic / Extended Writing: Long Date Maths / Science: short date
Writing in	Pencil	Literacy / Extended Writing: Pencil until given pen Topic / Science: As above with diagrams in pencil Maths: pencil only
Layout	Maths: One digit / symbol per square Maths: Calculations down one column on the left hand side only. Literacy / Extended Writing / Topic: For starting a new paragraph, leave a line and indent.	Maths: One digit / symbol per square. Decimal points have their own square. Maths: Sums down one column on the left hand side only. Literacy / Extended Writing / Topic: For starting a new paragraph, leave a line.
Learning Objective	WALT written if short (as appropriate) Sometimes by the teacher.	WALT in all work
New page	All work on a new page.	All work on a new page.
Errors	Rub out small mistakes carefully. Crossing out with one pencil line. To cross out a few lines, draw a diagonal line with a ruler.	Rub out small mistakes carefully. Crossing out with one pencil line. To cross out a few lines, draw a diagonal line with a ruler.

Strategies for Teaching and Learning: Continuity

We believe that continuity is important to both allow children to make the best possible progress and also to ensure a consistency of expectation and procedure.

We achieve continuity between classes and year groups through:

- Consistent expectations eg. a handwriting scheme, presentation guidelines, calculation policy etc.
- Scrutiny of work and planning by subject leaders.
- Pupil Progress Meetings on the basis of half-termly tracking.
- Moderation meetings between staff to confirm assessment judgements.
- Transfer of records from one class to the next eg. guided and home reading record.
- Transition meeting between teachers in July
- Transition session for new classes in July.
- Pupil passports and CCC grids for the Autumn term are written by the previous class teacher as they know the child and their next steps in learning.

Strategies for Teaching and Learning: Assessment for Learning

Assessment for Learning is an integral part of the teaching and learning cycle. The table below provides a guide to the strategies used and how these could be developed further into practice (References to Teacher's Standards in brackets).

	Focusing	Developing	Establishing	Enhancing
Conditions for learning (1, 2)	<p>Teachers promote positive attitudes to children and to learning.</p> <p>Learning objectives are clear and appropriately challenging, and teaching is well focused.</p> <p>Display emphasises and supports learning.</p>	<p>There is an expectation that all children will take an active part in learning.</p> <p>A 'can do' culture is promoted.</p> <p>The layout of the classroom supports an inclusive, interactive teaching approach.</p> <p>Learning objectives are explicitly shared with children.</p> <p>There are opportunities for reflection and discussion throughout the day.</p> <p>Children talk as part of their learning and about their learning.</p>	<p>Teaching uses a range of approaches that ensure all children take part.</p> <p>There is a culture of collaborative learning.</p> <p>Children know where they are in their learning and what they need to do to improve.</p> <p>Resources promote children's involvement & shared learning.</p> <p>Display reflects the learning process as well as the content and the product of learning.</p> <p>Opportunities for reflection at different points throughout the lesson and day, support children in peer and self-assessment.</p> <p>Children talking with adults and other children is a key feature of the learning process, and teaching promotes this.</p>	<p>There is an expectation on the part of both teachers and children that learning is important and enjoyable and that everyone can improve.</p> <p>Teachers are ambitious for children and expectations of learning are high.</p> <p>The learning process is valued – there is a supportive atmosphere that allows children to make and learn from mistakes. There is an emphasis on shared learning, analysis and discussion.</p> <p>Children get feedback on their learning in a range of ways. They know what 'good' looks like and are motivated to be 'the best that I can be'</p>

	Focusing	Developing	Establishing	Enhancing
The use of curricular targets (1, 2, 3, 5, 6)	<p>Target statements for literacy and mathematics are used to inform teacher expectations. This includes awareness of national expectations at the end of the Foundation Stage and each key stage.</p>	<p>Schools have established layered curricular targets from: whole school to year group, classroom groups, individual where appropriate</p> <p>Children are aware of their curricular targets.</p> <p>Teachers review progress against targets.</p> <p>Teachers have sufficient subject knowledge to plan the next steps in children's learning.</p>	<p>The layering of curricular targets is based on identified areas for development, following assessments, data analysis, pupil discussions and work scrutiny.</p> <p>Children are supported to understand the steps towards the curricular target through teacher feedback, both oral and written.</p> <p>Teachers differentiate targets to plan for identified groups in each year.</p> <p>Curricular targets for each year group are monitored to evaluate children's progress and attainment.</p> <p>Teachers have good subject knowledge to plan the next steps towards the curricular target in children's learning.</p>	<p>There is an effective, coherent and manageable whole-school system for agreeing and revising targets against children's progress.</p> <p>Children are able to articulate their success against the curricular targets.</p> <p>The school monitors and evaluates progress towards whole-school and yearly targets to judge impact on standards.</p> <p>Targets are monitored and evaluated regularly for impact to inform the next steps.</p> <p>Teachers use detailed subject knowledge to plan how to move children's learning towards and beyond the curricular target.</p> <p>The impact of differentiated curricular targets is evaluated to ensure that the needs of all children are met and they are making appropriate progress.</p> <p>Teachers and children use evidence to evaluate progress and to define the next steps.</p>
Designing opportunities for learning (3, 4, 5, 6)	<p>Expectations are defined by the early learning goals, National Curriculum level descriptions, National Frameworks and P levels.</p> <p>Teachers use objectives from national Frameworks, Foundation Stage guidance and National Curriculum to inform planning.</p> <p>Medium-term planning focuses on objectives and outcomes, setting targets for particular children where appropriate.</p>	<p>Short-term planning is led by objectives and outcomes, not solely tasks.</p> <p>Success criteria are focused on learning.</p> <p>Outcomes from medium-term planning are used for summative assessment.</p> <p>Summative and formative assessments are incorporated into short-term planning.</p>	<p>Curricular targets in literacy and mathematics are documented in medium-term planning and inform short-term planning.</p> <p>Teachers/practitioners set differentiated targets for identified groups.</p> <p>Success criteria are focused on learning and shared with children.</p> <p>Success criteria are evident in planning.</p> <p>Planning is adapted as necessary in the light of ongoing assessment.</p>	<p>Where appropriate, planning is explicitly linked to curricular targets for different groups and individuals.</p> <p>Children are involved in both setting and evaluating curricular targets.</p> <p>Children are involved in designing success criteria.</p> <p>Teachers evaluate and refine their own success criteria.</p> <p>Opportunities for reviewing progress and providing feedback to children are integrated into short-term planning.</p>

	Focusing	Developing	Establishing	Enhancing
Strategies for day-to-day assessment in the classroom (4, 5, 6)	<p>Teachers make use of day-to-day assessment strategies in lessons.</p> <p>Teachers identify particular strategies for day-to-day assessment to develop their repertoire.</p>	<p>Some strategies for day-to-day assessment are planned for and used in lessons.</p> <p>Teachers trial the use of strategies for day-to-day assessment with which they are less confident.</p> <p>Information gained from day-to-day assessments is noted during or at the end of lessons.</p>	<p>A range of strategies for day-to-day assessment is incorporated into short-term planning and used effectively in lessons.</p> <p>Teachers refine the use of the day-to-day assessment strategies that they find more challenging.</p> <p>Insights gained from day-to-day assessments are used to inform planning.</p>	<p>Teachers are confident in using all strategies for day-to-day assessment in all lessons.</p> <p>Teachers plan and use a full repertoire of day-to-day assessment strategies within short-term planning.</p> <p>All strategies are used to gather information on children's progress against learning objectives for the lesson.</p> <p>Insights gained from day-to-day strategies inform planning and teaching <i>within</i> a lesson, for the next lesson and the next phase of learning.</p>
Feedback on Learning (2, 5, 6)	<p>Learning objectives are shared with children at the start of lessons and are reviewed in the plenary.</p>	<p>Teachers make explicit to children the links between current learning objectives and previous learning.</p> <p>Teachers outline or describe to children the overview of learning across a whole unit.</p> <p>Teachers provide oral and written feedback to children on their progress.</p>	<p>Teachers define and make explicit to children the success criteria for meeting the learning objective.</p> <p>Teachers provide written and oral feedback against the success criteria to engage children in their learning.</p> <p>Teachers identify success and illustrate how further progress can be made.</p> <p>Children are given time to rehearse and practise learning and to improve their work in response to feedback.</p> <p>If appropriate, children work individually and then with a partner to identify success against the learning objective.</p>	<p>Children are involved with their teachers in defining success criteria linked to the learning objective.</p> <p>Children are encouraged to evaluate and improve their own work, making effective use of success criteria.</p> <p>There is <i>planned</i> time for teachers and peers to review progress against success criteria and provide oral feedback to children.</p> <p>Children act on written/oral feedback from teachers and peers.</p> <p>Children are able to articulate their success in relation to the curricular and learning targets.</p>

	Focusing	Developing	Establishing	Enhancing
Involving parents and carers (8)	<p>Parents are invited to share information about their children's learning.</p> <p>Parents are provided with information on progress, including outcomes of summative assessments.</p>	<p>Parents regularly share information on their child's learning with teachers.</p> <p>Parents are offered information on children's progress to support awareness of their learning.</p>	<p>Parents are informed about children's curricular targets at regular intervals.</p> <p>Parents receive regular feedback on children's progress against targets.</p> <p>Parents are provided with home-based approaches to supporting their children's learning.</p> <p>The school supports parents to regularly engage in positive discussions about learning with their children.</p> <p>Parents are provided with regular and accessible information on progression in learning.</p>	<p>Parents are considered by the school to be equal partners in their children's learning.</p> <p>Parents understand how their children learn best and can apply this understanding to support children's learning at home and in the school/setting.</p> <p>Teachers and parents share and communicate their views through school visits and through written and verbal communication.</p> <p>Parents and teachers identify, share & take action about concerns over progress.</p> <p>Schools provide guidance on: how to support children's learning at home; how to maximise opportunities for learning; how to give effective and positive feedback when talking to children.</p> <p>Opportunities are provided for parents to provide regular feedback to the school on their children's learning.</p>
The formative use of summative assessment (2, 6)	<p>Teachers use a range of summative assessments to judge children's attainment.</p> <p>Teachers use summative assessments to target children for additional intervention.</p> <p>Results from summative assessments are shared with parents.</p>	<p>Teachers use a range of summative assessments to: judge attainment; identify children's progress; inform groupings of children.</p> <p>Analysis of summative assessments is used to develop curriculum targets.</p> <p>Feedback for children and parents based on summative judgements is articulated in understandable terms.</p>	<p>Analysis of summative assessments is completed regularly and shared with staff to monitor achievement and inform planning.</p> <p>Feedback for children and parents based on summative judgements is articulated in understandable terms and outlines next steps.</p> <p>School makes appropriate use of pupil-tracking approaches.</p> <p>Year, class and group curricular targets are set, linked to analysis of assessments. Where appropriate, individual targets are also set.</p>	<p>Detailed analysis of full range of summative assessments is used to inform whole-school priorities for raising attainment.</p> <p>Effective use is made of appropriate pupil-tracking approaches.</p> <p>Teachers in each year group analyse summative assessments to identify areas of strength and areas for development. This is to ensure that the needs of all groups of children are met and that they are making appropriate progress.</p> <p>Feedback for children and parents based on summative judgements is articulated in understandable language and identifies successes, next steps and makes links to future targets</p>

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.