

TEACHING, LEARNING AND ASSESSMENT POLICY

Belonging, Believing, Building a future

It is our mission for everyone to experience the joy of God's love in their lives as part of St Peter's family through trust and friendships. We aim for everyone to be nurtured and to grow in peace, hope and understanding of God, themselves and one another in order to achieve and live fulfilled lives.

"May the God of hope fill you with all joy and peace in believing, so that you overflow with hope by the power of the Holy Spirit"
(Romans 15:13)

Policy aims

At St Peter's School we aim to:

- educate and nurture every child, enabling them to achieve their full potential
- develop lively and creative minds and a love of learning
- promote high standards and achievement in all subjects
- develop confident, disciplined and enquiring learners, who are able to ask questions and make informed choices
- foster self-esteem and self-awareness
- encourage independence, resilience and perseverance
- develop each child's ability to demonstrate good behaviour and to care for and respect the needs and feelings of others
- promote safe and healthy lifestyles
- foster considerate and effective relationships between home and school and within the local community
- develop an understanding of and respect for all cultures
- provide opportunities for children to develop spiritually, morally and culturally
- encourage children to show care and respect for, and take a pride in their immediate and the wider environment.

Ethos

The school's vision and ethos underpin the school's aims. In the course of their daily work the staff contribute to the development of this ethos through:

- providing a calm and effective working environment
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- maintaining purposeful and informative planning, record-keeping and assessment documents
- providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Learning Goals
- valuing and celebrating children's successes and achievements
- developing links with the wider community
- personal and professional development in order to ensure a high level of professional expertise

Equal Opportunities

In accordance with the school's Equality Policy all children at St Peter's are given full access to the Early Years Foundation Stage Curriculum and the National Curriculum.

Management of the School Day

8.30 ~ 8.45	Registration	(15 minutes)
8.45 ~ 10.00	Curriculum Time	(75 minutes)
10.05 ~ 10.25	Assembly	(20 minutes)
10.25 ~ 10.45	Break	(20 minutes)
10.45 ~ 12.00	Curriculum Time	(75 minutes)
12.00 ~ 1.00	Lunch	(60 minutes)
1.00 ~ 2.45	Curriculum Time	(105 minutes)

Total Hours per School Day: 4 hours 15 minutes

Total Hours per Week: 21 hours 15 minutes

Curriculum time is planned as continuous study throughout the term, or as blocks of study. Teachers follow the agreed schemes of work with reference to whole school planning to ensure that programmes of study are effectively covered.

Teachers encourage children to work within given time scales, and facilitate the effective use of time through:

- the provision of appropriate resources
- planning extension activities, which can be carried out by individuals or groups of children
- planning appropriate support for both the most and the least able children.

Links are made between curriculum subjects and areas of learning in order to deepen children's understanding, increase enjoyment, provide opportunities to reinforce and enhance learning and to enrich the curriculum.

Classroom Management and Organisation

The learning environment is managed in such a way as to facilitate different styles of learning and with regard to the needs of children with Special Educational Needs and the most able through:

- whole class teaching
- guided teaching
- one to one teaching
- collaborative learning organised according to appropriate criteria (e.g. ability, interest)
- independent learning

All areas of the learning environment are planned for including, where appropriate, the outside areas in order to ensure opportunities for a range of practical activities to support the full breadth of the curriculum.

Teaching Assistants are employed to support the learning of all children including the most able, disadvantaged and those with Special Educational Needs, as outlined in their Pupil Profiles or Education Health and Care Plans.

The Learning Environment

Staff at St Peter's believe that a stimulating environment sets the climate for learning. Classrooms are organised to facilitate learning and the development of independence. Children are involved in the maintenance and care of all equipment and resources. All classrooms include:

- a class display of the school's agreed rules, in accordance with the school's Behaviour Policy
- high quality, accessible resources
- comfortable and attractive carpet areas
- displays that celebrate achievement and guide work and learning
- labels that, wherever possible, reflect the language diversity in the school.

Reception and Year 1 classrooms contain areas for imaginative play that change regularly, in order to give opportunities for a range of play and role-play which contribute to learning in a purposeful manner.

Routines and Rules

Staff at St Peter's believe that routines and rules in the classroom contribute to a positive learning environment. Class rules and routines are:

- agreed and communicated clearly in order that they are understood by the children
- applied fairly and consistently
- realistic and positive

Rules are shared with parents via the Home School Agreement.

Planning

Staff provide a broad and balanced curriculum, which develops the knowledge, skills and understanding necessary for future learning as well as providing opportunities for children to develop socially, spiritually and morally. Effective planning provides clarity for teachers about what to teach. Careful planning ensures that children develop knowledge, skills and understanding in a coherent, progressive manner.

Long-term plans provide an overview of the units of work which are covered throughout Reception and Key Stage 1 in each subject area, divided into termly topics. A termly topic overview is produced and provided for parents at the start of each term. There is a one year topic cycle that provides a broad and balanced curriculum in which all curriculum areas are taught throughout the year and ensures progression in National Curriculum coverage. In Reception, coverage towards the Early Learning Goals is carefully mapped within topics. Each class teacher ensures that the curriculum offered matches the needs of the children in their class.

Medium term plans are provided in schemes of work that reference the Early Years Foundation Stage and National Curriculum. Teachers plan for each subject, identifying clear learning objectives, activities, resources, differentiation and assessment opportunities. The plans inform teachers' weekly planning and paces the learning for the term. Each class teacher is responsible for identifying the progression within their class.

Medium term plans are working documents, which are continually reviewed and amended in the light of teacher evaluations and assessments, pupil performance and resources.

Short Term plans (daily/weekly)

Teachers select appropriate activities and resources, which take account of children's prior learning. Teachers outline assessment methods appropriate to learning objectives and planned activities. They have strategies for sharing their learning objectives and assessment criteria with the children. The assessment takes into consideration a range of teaching strategies and assessment approaches (see Marking and Feedback Policy).

Differentiation

Teachers differentiate the curriculum by:

- task
- outcome
- teacher / adult support

Differentiated tasks are detailed in weekly planning. Learning objectives are specified for all differentiated teaching.

Record-keeping and assessment

In Reception, assessments are made against the age banding levels from 'Development matters in the Early Years Foundation Stage' using the Early Years Foundation Stage Profile in the seven areas of learning. Evidence is gathered of children's knowledge, skills, understanding and characteristics of learning and this is used to assess children's development and progress towards the Early Learning Goals.

In Key Stage 1 (Years 1 and 2), children's progress is assessed in all subject areas against the steps as defined by the school's chosen assessment tool, Target Tracker.

These formative assessments enable teachers to:

- track children's progress from the start of the EYFS through to the end of Year 2

- use diagnostic information about children's strengths and area for development
- make judgements as to whether children are working towards, have met or exceeded the end of year expectations for each of the core National Curriculum subjects

Target Tracker supports teachers in providing targeted learning opportunities and reviewing children's on-going work in order to make judgements in relation to their progress against Age Related Expectations (ARE).

Assessment is part of the day to day classroom activity and forms part of a teacher's planning in order to facilitate pupil progress and improve teaching and learning. Throughout the year assessment tasks, together with a range of other evidence, are used to assess children's knowledge, skills and understanding.

At the end of each half term the assessments are used to highlight the Target Tracker steps achieved, providing evidence of a child's progress toward the end of year expectations. This data is analysed and used to identify any gaps or 'next steps' in children's learning and inform future planning.

At the end of Year Two, all children are tested in accordance with the statutory guidelines and a teacher assessment is made against the Interim Framework, supported by the results of the test. The teacher assessment is recorded on annual reports.

Monitoring and evaluation

Pupil's work is monitored and moderated every half term (six times a year) in each of the core curriculum areas by classteachers, the Curriculum Co-ordinator and the Headteacher.

The co-ordinators monitor teaching and learning through:

- Informal discussion with colleagues
- Looking at children's work
- Observing lessons as appropriate
- Looking at plans
- Talking to children

Teaching strategies and learning styles

Children enter school at different stages of development, they learn in different ways and at different rates through a variety of processes. Taking account of these differences, a range of opportunities for children to develop different learning styles are provided including:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At St Peter's the organisation of teaching and learning encourages children to develop their own strategies to gain knowledge, skills and understanding. Assessment for Learning strategies are used throughout the school to help children to understand the aim of their learning, where they are in relation to this aim and how they can achieve this.

To ensure equality of access and effective matching of tasks to children's needs, teachers use a variety of strategies:

- Discussion and questioning
- Previewing and reviewing work
- Didactic teaching and interactive teaching
- Mind mapping
- Opportunities for reflection
- Demonstrating high expectations through target setting
- Providing opportunities for repetition / reinforcement / consolidation
- Providing encouragement, positive reinforcement and praise, verbally and through marking
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success
- Using a range of communication strategies ~ verbal and non-verbal

Teachers may use a number of strategies in any one session.

Curriculum enrichment

At St Peter's we recognise the importance of educational visits and outside visitors in enriching the curriculum. They increase motivation and interest and help develop children's understanding as well as their self-esteem, confidence and physical ability. We plan various visits and visitors throughout the school year, linked to the topics studied being studied. The school supports families who have difficulty in meeting the costs in order that all children are able to participate in educational visits (see Charging Policy).

Resources

Each classroom is equipped with a basic set of resources and books appropriate to the age range, which are regularly reviewed. Specialist resources are available from the curriculum resource cupboards, and are regularly audited by the curriculum co-ordinator. A range of IT software and programmes are used to support teaching and learning as appropriate.

Children are taught how to use all resources correctly and safely, with care and respect, and with regard for health, safety and waste.

Care is taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all children have equality of access.

Parents' Role

Parents/carers are encouraged to support their children's learning by fulfilling the requirements set out in the Home School Agreement.