



Ancaster

Church of England Primary School

Teaching, Learning and Assessment Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

Date policy last reviewed: January 2024

Date of next review: January 2025

How does our Christian Vision impact on Teaching, Learning and Assessment at Ancaster?

Teaching, Learning and Assessment is heavily influenced by 4 guiding lights taken directly from our vision. Each paragraph below explains how each of the guiding lights enable our crucial work on Teaching, Learning and Assessment.

Inclusivity In every lesson, appropriate and effective levels of differentiation are in place to cater for the needs of each individual. Children are supported and challenged to acquire the knowledge, skills and vocabulary associated with each concept. This is done by ensuring everybody knows what they are able to do and what they need to do next with learning tailored to ensure individual needs are met.

Exploration Through timely and effective teaching, learning and assessment, we encourage the use of exploration whether that be from the planned learning based on our curriculum or through enquiry based learning where children have developed their thinking and pose questions/scenarios and learning. Each lesson builds on the previous learning. To encourage thinking, we ask a learning based question at the beginning of every session that is explored in depth for children to answer at the end, they are encouraged to delve deeper to learn more. We strongly encourage enrichment through carefully planned and sequenced activities/experiences that ensure that learners are encouraged to be creative. Our extensive outdoor spaces ensure that children can explore and make connections wherever available and in as many ways as possible.

Empowerment We encourage everyone to 'be the best that they can be'. This powerful statement, coupled with empowering everyone connected to our school have the 'power to change', ensures that we are equipping children and adults to continue developing and thriving. We use positive praise throughout our teaching and ensure that the culture and ethos of each class and the wider school is empowering everyone to be the best version of themselves. Our curriculum is being adapted to ensure that everyone has the opportunity to be exposed to pioneers and advocates across the subjects so that cultural capital can be enhanced. We expose learners to different windows and mirrors-windows to look through and see what/who they could be and mirrors to reflect who they are and who they could be.

Values Led Our school values can be seen in every lesson and ensure that the children learn values that they can hold in their toolkit for life, equipping them with the qualities needed to succeed. At Ancaster, our core values of wisdom, courage and respect are central to all our work. Wisdom, through academic and personal growth is key and central to ensuring that we are all effective learners. Having the courage to attempt new learning and fostering the resilience to continue is an important element of each and every learning episode. Behaviours required from all stakeholders to bring the learning journey for all alive is built upon the foundations of mutual respect and it is this that is seen throughout the teaching, learning and assessment at Ancaster. Our school wants everyone to succeed in as many ways as we possibly can and our strong emphasis on values ensures this happens.

1. Aims

This policy aims to make our teaching and learning model clear and:

- Ensure consistency of planning, assessment and teaching across the school.
- Highlight the importance of diagnostic teaching to identify the next steps of pupils.
- Ensure children have the skills, knowledge and understanding to prepare them for the next stage of their education and life.
- Ensure that all adults and partners of the school understand their role in supporting pupil progress
- Establish expected standards for positive learning environments where pupil achievements are celebrated.
- Establish an environment where the development of children and adults are encouraged and supported.

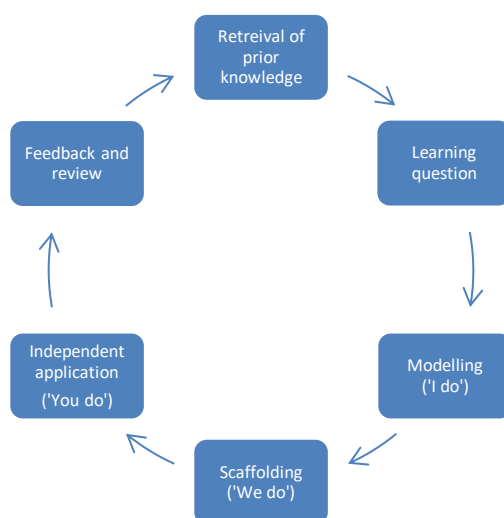
2. Curriculum

Ancaster Church of England Primary School, bases all teaching and learning around the Primary National Curriculum for England (2014), with the progression of some subjects being established through dedicated schemes (such as PE, Computing, Music, History, Geography and PSHE). The school ensures breadth of coverage by working to a carefully planned and managed curriculum across all age ranges, implementing an effective cross-curricular based curriculum that is monitored effectively across the academic year. A separate policy for the Early Years Foundation Stage outlines the distinctive nature of this year group and the specific approaches to learning that are necessary for development during this year.

A further curriculum policy is available that covers all aspects of the school's curriculum outlining our intent, implementation and impact.

Our Teaching and Learning model combines the research reviews of the Education Endowment Foundation, Dean, Hattie and Rosenshine's principles of instruction.

Each lesson starts with retrieval of prior knowledge followed by the introduction of a learning question. New learning is presented carefully, alongside new vocabulary, allowing children to make connections and links to prior knowledge. Work is modelled ('I do') and scaffolded ('we do') before being followed by independent application ('you do'). Work is reviewed and feedback provided. Repetition and retrieval practice follows.



3. Subject Leaders

Subject leaders are expected to monitor their subjects to ensure progression and continuity of lessons throughout the school. An emphasis should be placed upon children accessing skills that directly link to prescribed knowledge and vocabulary set out in the Key Stage expectations of the National curriculum. Subject leads should ensure they support colleagues in their planning, assessment and creative delivery of subjects, as well as monitoring pupil development. Subject leaders are expected to develop an annual action plan, to identify next steps, and audit or purchase resources that will further enhance teaching and learning in school. Subject leaders have a professional responsibility to remain up-to-date with current changes and updates for their subjects, and cascade this information to all relevant parties. Subject Leads have all of their expectations outlined in the Subject Leader Handbook.

4. Planning

Plans are developed through systematic and thorough progression documents, which consider the ability of all learners within a class. Plans are monitored by subject leaders and the Senior Leadership Team, to ensure lessons match curriculum standards and pupil needs. Teaching staff are given dedicated PPA time each week and it is during this time that staff are expected to continue their planning, development and assessment of the curriculum.

4.1 - Long Term Planning

The school implements a yearly plan for each subject outlining the associated knowledge, skills and vocabulary from Reception to Year 6. Responsibility for the overview of these plans is delegated to the Assistant Headteacher. The plans provide an overview of the expected subject coverage for each subject. Subject leaders supplement the overview through separate Curriculum Progression documents and a more explicit Subject Overview Document. Long term plans can be found on the G: drive. Parent friendly versions of these documents can be found on the school website.

4.2 – Medium-Term Planning

The long-term plans include a week-by week overview of each subject and should include the learning question being explored. Outcomes and source of evidence for each lesson that will be taught in the term are also listed, as well as opportunities for recall and retrieval. Enrichment activities and key dates in the academic and Christian calendar can be recorded on the long-term plan, to ensure full coverage of the school values. Medium-term plans could be a useful platform for monitoring by subject leaders across the school and may be requested following discussions within SLT. The AHT, who assumes responsibility for curriculum design within school, reviews all planning documents at the beginning of each term and will engage in supported learning-based conversations regarding the intent, implementation and impact as required. Medium-Term updates are shared with parents within the first week of each half term.

4.3 - Short Term Planning

Short term plans are not required. The school is committed to ensuring that the workload of staff is considered in all aspects of planning. Teachers must demonstrate that the lessons in which they teach are 'well-planned' and cater for the differing needs of all the children within their class, responding to the learning of the children and focusing on the objectives set out in their long-term plan. However, no formal record of this in terms of planning is expected to be seen outside of medium-term plans.

The Senior Leadership Team will not specifically request to look at planning unless there are issues with the quality of teaching and learning seen from monitoring and evaluation across a sustained period of time and concerns have been raised and shared.

5. Assessment

A thorough assessment system lies at the heart of all teaching and learning at Ancaster Church of England Primary School and has allowed a diagnostic approach to be implemented across the school. A number of assessment approaches are used to identify gaps in learning and understanding and ensure that immediate action to support individuals and groups of pupils takes place.

5.1 – INSIGHT (Online Tracker)

Ancaster uses an online platform in which the objectives from each of the national curriculum areas are outlined. The judgements that are made are 'Taught but not yet understood', 'Some evidence but not yet secure', 'Objective Secured' and 'Working at Greater Depth'. Where children are assessed as 'Taught but not yet understood', intervention is put in place to ensure that children are given the opportunity to have the learning associated with the judgement repeated or rephrased-it may be appropriate to work via a spaced learning approach to enable time for learning connections to be made. This may include additional teacher check in time or 1:1/ small group work intervention highlighting priority areas of early reading and early maths. A child will be considered as working at the expected standard if they are achieving over 85% of the curriculum statements at 'Objective Secured' for that subject at the end of the academic year.

Teachers should follow a cycle of curriculum teaching followed by ongoing assessment after a period of time. The updating of INSIGHT is a task that should be undertaken every week as part of PPA time. It is widely considered that teachers will be updating core subject progression charts weekly to inform daily planning whereas non-core assessment may be made over the course of the 6-week term in line with the set long and medium-term plans for that topic.

5.2 - Data Checkpoints

When assessing at Age Related Expectations, data checkpoints have been established to ensure that children's data is not at risk of being 'over assessed'. The children are encouraged to be taught in line with their Age-Related programme of study and are not expected to be taught content from the next year as set out in the aims of the National Curriculum 2014. Data will be collected 3 times per year, in December, March and July.

In line with the data checkpoints, we also ensure that curriculum coverage of the objectives is secure and ensures that the children are having access to their full curriculum entitlement.

	December	March	July
Expected Coverage of NC Objectives at Age Related Expectations (to reflect point in academic year)	33%	66%	100%

5.3 –Age Related Expectations

There is an expectation within the National Curriculum that most children attain Age Related Expectations (ARE) for their year group and all children are entitled to be exposed to the expectations outlined in the National Curriculum for their year group. A child attaining the Expected Standard will then be monitored via progress meetings to ensure that they are maintaining their potential and/or they are able to access the curriculum at Greater Depth.

A pupil attaining 'Greater Depth' in the previous year will be expected to retain at this level the following year. In order for this level to be reached, children who are on track to attain at this level must be exposed to 'Greater Depth' teaching. They will be children who are able to demonstrate their understanding of the objectives in a way that shows secure understanding of a skill or objective in one way but will need to be able to manipulate the aims of the objective in several different contexts to ensure security. There is no definitive criteria for a child being assessed as Greater Depth, however any teacher making this judgement will need to provide supporting evidence, which will be typically be found in learning outcomes from across the curriculum. EYFS, Y2 and Y6 teachers will use exemplification materials linked with the statutory assessment points which outline nationally agreed standards for Working Towards, Expected Standard and Greater Depth. These will be used alongside the objectives outlined within the National Curriculum.

Where a child attains below the Age-Related Expectations for their year group, every effort must be made to close the gap via rigorous intervention, quality first teaching and appropriate differentiation strategies deployed within the classroom.

For children working significantly below Age Related Expectations, an understanding of their learning gaps will need to be made clear and any gaps identified are then filled via interventions and quality first teaching. Parents should be informed that their child is not working at Age Related Expectations but made aware of any plans in place to ensure their continued progress and ensure that all efforts are being made to accelerate progress where possible.

5.4-Use of Standardised Tests

Termly standardised tests from Year 1-6 ensure that the data captured in ongoing assessment is secure. The purpose of these tests is to ensure that the children have the opportunity to be asked 'Age Related Questions' in a variety of different contexts and allow our school to benchmark the data against national data to draw comparisons and plan further interventions. In our school we use Testbase Assessments three times a year. The arrangements for the tests are communicated termly ahead of testing windows, which are identified at the beginning of each term and the administration of the tests are monitored by the SLT. A standardised score is given which then helps teachers understand a child's success in achieving the Age-Related Expectations and can then be used alongside the Teacher Assessments on INSIGHT to formulate an overall assessment. The formulation of this data coincides with the data checkpoints.

5.5 – Assessment Matrices

Assessment matrices, which help compare the ongoing teaching assessment (INSIGHT) to standardised scores, are completed to submit the finalised data. This analysis is conducted by the Class Teacher in order to ensure that a finalised set of data is submitted at the relevant

check point. INSIGHT automatically creates these matrices ensuring that children's information is easily identifiable and all in one available place.

5.6 – Pupil Progress Meetings, SEND and Pupil Premium Clinics

Pupil Progress Meetings are to be held following data collection and data analysis. These meetings are fundamental to the process of data collection as they are designed to allow each teacher to discuss the provision of pupils and the progress they have made, or not. Ideas are discussed to enhance provision and children making progress is celebrated. The meetings are usually held by the Headteacher as well as the Assistant Headteacher, who also has responsibility for Pupil Premium teaching and learning outcomes, and the SENDCo. Ahead of these meetings, teachers are required to analyse their own data and the meetings are usually an opportunity to apply the support and challenge model to ensure accountability and continued progress. Further meetings may be held by the SENDCo (SEND Clinics) and Pupil Premium Lead (Pupil Premium Clinics) who individually meet with staff twice per year to discuss bespoke provision and targeted funding for pupils enabling enhanced provision opportunities to be implemented.

5.7 – Fluid Grouping and Differentiation

Children should move between ability groups with flexibility rather than being placed in set groups that put a ceiling on the children's ability in any given area. The emphasis must remain on their prior learning, current skill set and the required next steps of pupils, rather than group sizes or general assumptions about a child's ability. All groupings should be a reflection of the thorough assessment that is in place within the classroom.

5.8 – Evidence, Marking and Feedback

The collection of evidence, which is collated in books, ensures that a holistic view of the child can be formed and accurate assessments can be made. Subject Leaders will check the evidence base for their own subjects and will hold conversations with staff to ensure that there is enough evidence to make appropriate judgements.

Evidence can take many different forms in order to reflect the diverse and creative learning needs of children. Books could include photos, written work, QR codes, evidence of art and paintings, diagrams and reports. This list is not exhaustive and staff are continually encouraged to find new ways of presenting pupil outcomes.

There is an expectation that the coverage of NC expectations for Maths, English, Reading and Science can be seen via the evidence in books across the curriculum. Teaching staff will need to ensure that lessons planned throughout the curriculum promote the skills outlined in the NC and that the coverage and security of the child's attainment can be evidenced across the academic year. Teachers should use the data checkpoints as highlighted above as a guide to how much of the curriculum should be covered at each point of the year to ensure Age Related Expectations are on track to be met.

6. Intervention and SEND

The SENDCo, Class Teachers and Teaching Assistants work together to ensure the early identification of pupils with additional needs or pupils who require more challenging tasks. The diagnostic approach we employ allows clear targets to be identified and supports the progress of all pupils. Clear intervention timetables and provision maps are utilised by all classes to ensure the best possible outcomes for pupils at Ancaster Church of England Primary School which are monitored and discussed at Pupil Progress Meetings, Pupil Premium and SEND clinics. The TA Line Manager and the SENDCo take joint responsibility for the development of TA training and support and ensure that educational standards are maintained for children in all year groups. Further information regarding

the support of SEND pupils can be found in the Special Educational Needs and Disabilities policy and within the SEND Information Report. This information is published on our school website.

7. Role of the Adult

All adults in the school have a responsibility for the well-being and development of pupils at school. Adults must perform their role to a high standard and should aim to instil a love of learning in the children, through using active and quality first teaching strategies.

7.1 - Continued Professional Development

Staff have access to a wide range of Professional Development opportunities, through INSETs, twilights and PDM training. There is a robust training request system in place and an evaluation process for staff wishing to access CPD linked to the SDP and their own individual Performance Management Appraisal targets. Staff disseminate subject or training updates during weekly briefings and in Professional Development Meetings. In line with the published Professional Standards, teachers have an obligation to remain up to date with new initiatives and should take ownership of their own subject knowledge, seeking advice from colleagues and subject leaders if necessary.

7.2 – Teaching Assistants and Additional Adults

Every adult in school is responsible for the progress of pupils and should reflect upon their own teaching and delivery of lessons. Teachers are responsible for deploying Teaching Assistants effectively and staff should be clear on which children they are working with in any session. Teaching Assistants should work with pupils of all ability levels, not just lower attaining children. Teaching assistants are well supported via effective Line Management (AHT and SENDCo) and are actively involved in weekly training sessions, that directly link to the School Development Plan. Teaching Assistants should make every effort to ensure the children they work with are encouraged to become independent learners, through their effective use of questioning and applying the Least Help First model of support. In addition to this training, Performance Management Appraisals and observation is in place to support the Teaching Assistants and their continuing professional development within the role.

Ancaster welcomes volunteers, students and community partners into the classroom, in line with the Safeguarding Policy. The use of additional adults allows for smaller groups support, breadth of experiences and an increase in planned for learning opportunities. See volunteer policy and agreement for more information.

8. Learning Environment and Culture

Ancaster Church of England Primary School, prides itself on setting high standards of teaching and learning. We firmly believe that the learning environment reflects our expectations and classrooms should promote pupil learning. Classroom displays should enhance, scaffold, guide and celebrate the learning of children. Spaces should be organised, free of clutter and provide a purposeful arena for learning to take place. Display boards and corridors around the school are designated to members of staff, and it is their responsibility to update these regularly to reflect current topics and whole school progression. All classes should display age or stage appropriate prompts/resource materials E.G. times tables, phonics.

Pupils should be encouraged to be passionate about the things they learn, and staff should promote thinking skills amongst pupils. Children should be encouraged to extend their knowledge and develop a mastery approach of the subjects that they are taught. Teachers should tailor lessons to suit a range of styles and draw upon teaching strategies that involve active learning, talk partners, investigation, debate and discussion. The diverse range of learning skills at Ancaster Church of

England Primary School, should be celebrated, encouraged and good teaching practise shared amongst staff. Children should develop their self-esteem, unique talents and rise to their true potential whilst at school: staff promote this self-belief through reference to the school vision central to all work being undertaken within school.

9. Parent/Carer Communication

Class teachers send home regular newsletters (each half term) to inform parents/carers of the learning expectation within class. To aid communication, each class have a class email system in place to allow parents to ask questions or share information with staff. Parents are required to attend Parent/Carer Consultation Evenings twice a year. These meetings are focussed on the current attainment of children and look at the home/school strategies that need to be implemented in order for the next steps to be achieved. A formal school report is sent home at the end of the academic year, which provides a final assessment of pupil's learning against the Age-Related Expectations and outlines each child as a learner. Targets are also set for the coming year.

Parents are encouraged to support their children in all aspects of the curriculum and the whole school Newsletter, along with Parenthub, the school website and Facebook account, ensures parents are up to date with enrichment activities and the current curriculum focus.

10. Homework

At Ancaster, we believe that homework is a fundamental aspect of the children's ability to continue their development as learners away from the school site. They can use their knowledge, skills and understanding to ensure that they apply this to other pieces of work with growing independence. Children will be set homework each week and the frequency and amounts will vary for each year group. For years 1-6, as a minimum, children will be asked to read at home at least 3 times per week. Weekly spellings will be sent home and a piece of homework from a published Homework book outlining Age Related Expectations will also be sent home each week from Year 2. In EYFS, the children will start with reading and this will progress to words and spellings as the year progresses culminating in them being sent small activities to help them prepare for Year 1. Children in Year 5 and 6 will be asked to complete more activities than the younger year groups as we help to prepare them for their secondary education.