



## ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

### Policy Subject: TEACHING, LEARNING & ASSESSMENT

Date: April 2020

Review Date: April 2022

#### Vision Statement

**'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'**

**For all members of our school family we celebrate:**

- **excellent achievement and progress in all that we do**
- **learning for life in all its fullness**
- **Christian values alive within our school**
- **being at the heart of our community**

#### Rationale

This policy is a statement of shared values and team approach. It provides us with the framework which will guide our actions and help us to achieve our aims and to meet statutory requirements. We will monitor and evaluate our success against the policy.

#### Ethos

At St. Dunstan's we believe that learning is lifelong for both adults and children and that everyone can learn new things every day to achieve their God-given potential. To achieve this adults and children should be committed to:

- providing a secure, happy and welcoming atmosphere,
- being courteous, friendly and kind towards each other,
- sharing their own and each others success,
- developing confidence and independence,
- developing a growth mind-set; resilience and perseverance,
- showing initiative/taking responsibility for themselves, each other and their surroundings,
- providing a stimulating and attractive environment where we can learn to trust God for every aspect of our lives and learning.

#### Relationships

Adults and children should be encouraged to:

- show respect and tolerance for the feelings, values and beliefs of others,
- be positive, flexible and approachable,
- participate in all aspects of school life, feeling comfortable and supported,
- develop a sense of justice and fair play.

#### Whole School Organisation

The school community has a shared responsibility for maintaining a welcoming, ordered, safe, tidy and stimulating environment. This will include:

- understanding and contributing to all established routines, policies and codes of behaviour,
- considering and respecting the needs of others working around the school,
- valuing and taking care of work and resources,

- resources/equipment being readily available, easily accessible and clearly labelled,
- ensuring that displays are relevant, reflect stimulating and interactive.

## **Classroom Organisation**

The classroom should be organised to encourage the children to see themselves as self-motivated and self-disciplined partners in their own education. This involves:

- having clear and high expectations,
- providing an ordered, tidy and stimulating environment arranged appropriately,
- providing easy access to well labelled resources which are tidily and safely arranged,
- use of stimulating displays which value all children's work,
- providing opportunities for children to work alone, in pairs and in groups and as members of a whole class,
- ensuring equal opportunities for all pupils by using time and resources effectively,
- reinforcing all established classroom routines and codes of behaviour.

## **Curriculum**

Children learn best when the curriculum:

- is broad and balanced,
- provides for pupil's personal, social, intellectual, spiritual and moral development,
- is well planned and meets the interests, aptitudes and individual needs of pupils providing equality of access and opportunity for all pupils to make progress,
- is delivered through a range of teaching methods and learning opportunities allowing for lively, stimulating and interesting experiences,
- provides opportunities for pupils to show initiative and to take responsibility for themselves and their learning,
- provides continuity and progression of learning across the school through effective long and medium term planning,
- is enriched by its links with the local churches, businesses and the wider community,
- is enriched by a wide range of extra-curricular activities,
- reflects and enhances their cultural experiences.

## **Learning and Teaching**

Children learn best when teachers:

- base their teaching on a secure knowledge and understanding of all curriculum areas and are technically competent in teaching all areas including phonics and other basic skills,
- provide a purposeful, stimulating and challenging well planned, clearly organised curriculum designed to encourage all children to reach their highest standard of achievement,
- recognise and are aware of the needs of individual children according to aptitude and ability,
- learning is progressive and continuous,
- share clear learning objectives so that pupils understand what they can and should achieve,
- establish and maintain high standards of behaviour from their pupils to provide the most effective learning environment,
- are consistent, fair and avoid making assumptions in their interactions with pupils,
- manage time, learning resources, including ICT, support staff and adult helpers effectively,
- use questioning and discussion as an effective means of communications,
- provide opportunities for pupils to be independent active learners, taking a pride in their work.

The curriculum should enable the children to:

- acquire new knowledge and skills, develop ideas and increase their understanding,
- work intellectually, physically and creatively,
- work productively at an appropriate pace,
- sustain concentration and show interest in their work, becoming progressively more independent learners,

## **Planning**

At St Dunstan's we follow the programmes of study as required by the National Curriculum 2014. We have a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage, SDBE RE Scheme of work and the Whole School Long Term Curriculum Plan. Swimming instruction with specialist teachers takes place at the local swimming pool.

Termly plans are submitted to the Headteacher. Plans are based upon prior learning, previous assessment data, pupil need and subject expectation.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

## **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Multiplication Tables Check will be tested in Y4 from 2020. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- PIRA and PUMA reading and maths termly tests
- SATs.
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Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A half-termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school priorities and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher/ Deputy will observe each class teacher in a specified curriculum area on a regular basis.

### **Implementation and Review**

Having agreed this policy we are committed to its implementation.