



Together we love to learn  
and learn to love

# **St. Mary's CE Infant School Teaching, Learning and Assessment Policy**

St Mary's Infant school is committed to inspiring every child. We embed the Christian value of love across school life because we believe that a child who feels loved, secure and happy is a learning child. We encourage our children to achieve their potential, develop their talents, celebrate their uniqueness, and rejoice in their relationships with others.

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## **January 2017**

The Teaching, Learning and Assessment Policy is a core policy of the school. It ensures best practice and enables all children to make expected or better progress.

It should be used by all staff to ensure that children are engaged in their learning



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### **Aims of the policy**

- To establish a culture of a 'love for learning'.
- To ensure children are active learners.
- To ensure learning is embedded so that skills can be applied independently.
- To ensure consistency and progression.
- To ensure high standards.
- To provide children with improved life chances.

### **Embedded Learning**

Learning is embedded when children:

- Can talk about and explain their learning.
- Can apply skills independently.
- Have acquired knowledge and skills which they can apply in different situations.
- Have the confidence to tackle new experiences and challenges.
- Can concentrate for sustained periods of time.

### **Enabling Learning**

For children to be able to learn they need to:

- Feel secure and happy.
- Feel excited and motivated.
- Take risks and learn from misconceptions.
- Feel confident to explore.
- Have high levels of engagement.

### **Promoting Effective Learning**

To promote effective learning adults need to:

- Establish positive and trusting relationships with children.
- Treat children fairly and consistently.
- Build children's confidence and self-esteem.
- Value children's ideas and opinions and make time to listen to what they have to say.
- Allow children time to talk and ask questions.
- Provide real and purposeful experiences.
- Give opportunities to explore and investigate.
- Give time for sustained concentration.
- Have high expectations and provide challenge.
- Provide support as appropriate.
- Use the schools positive behaviour policy consistently.
- Establish links with the child's home.



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### **Planning for Effective Learning**

So that planning is effective for learning adults need to:

- Ensure all adults have access to planning in advance of the lesson.
- Use formative assessments from previous learning to inform planning.
- Ensure effective differentiation is planned to provide high rates of learning for all.
- Ensure Pupil Premium and SEN children are highlighted on all planning sheets.
- Provide learning related to real experiences.
- Provide learning through play and practical activities.
- Ensure opportunities for independent and group learning.
- Use visits and visitors to inspire learning.
- Ensure that the diversity in culture, religion and language are celebrated.
- Provide opportunities for children to talk.
- Plan for reading, writing and mathematics skills to be used in all areas.
- Annotate planning so that there is differentiation to meet the needs of all the children.
- Ensure all areas of learning are covered in EYFS and National curriculum subjects in KS1 including PSHE and RE.
- Ensure areas of learning are linked in a meaningful way.

### **Effective Teaching**

For teaching to be effective so that children learn adults need to:

- Have excellent subject knowledge.
- Use clear modelling during class and group sessions.
- Review prior learning and put learning into context.
- Use the appropriate vocabulary including the word 'learning'.
- Refer to Learning Muscles
- Ensure children know what they are learning and why.
- Use higher order and open ended questioning to check understanding.
- Reshape learning to respond to children's level of understanding.
- Use a range of active learning strategies including talk partners to maintain pace.
- Use split inputs where appropriate
- Ensure all children are attentive and actively participating.
- Engage with children through their play.
- Use the school's behaviour policy to ensure good learning behaviour.

### **Learning Environment**

For children to be engaged and challenged in their learning there needs to be an exciting inside and outside learning environment. This will:

- Provide extension and support activities.
- Be linked to real experiences.
- Provide opportunities for play and practical experiences.
- Have displays supported with books, photos and real resources.
- Include activities for collaborative work.
- Have activities for independent work.
- Have appropriate well organised resources.



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### **Assessing Learning – Formative Assessments**

There must be on-going formative assessments to check children's understanding of their learning. These assessments should reshape teaching and subsequent learning. So adults will:

- Use targeted questioning to check children's understanding.
- Annotate planning.
- Use these assessments to inform future planning.
- Give verbal and written feedback including next steps of learning.
- Ensure next steps are achieved.
- Ensure children know their next steps of learning.
- Provide opportunities for children to review and reflect on their learning.
- Allow individuals, pairs and groups to report their learning back to others.
- Allow children to ask questions of others.
- Provide opportunities for children to consider future learning.

### **Assessing Learning – Summative Assessments**

Adults must use summative assessments to ensure children are on track to achieve age related expectations (ARE). So teachers will:

- Complete on entry assessments in Reception by end of third week in September.
- Assess children using Early Years Outcomes each term and a final assessment in June.
- Enter data into Target Tracker half termly.
- Use Target Tracker to ensure all children make expected or more progress.
- Hold half termly review meetings with teachers, TAs and Headteacher to review individual pupil progress.
- Use these assessments to organise English groups for guided reading.
- Assess children using National Curriculum Key Performance Indicators (KPIs) each term and a final assessment in June.

### **Marking and Feedback**

For children to make progress they need to know what they have learnt and their next steps of learning. So adults will:

- Ensure learning is clearly identified in books and learning logs.
- Use headings or learning statements to explain the learning.
- Give written and verbal feedback related to the learning.
- Use the term 'Next Step' with all children.
- Check books and learning journals to ensure next steps are achieved.
- Ensure children can say what they need to do.
- Check previous marking to ensure progress.
- Ensure there is a clear story of learning through marking and next step post it notes.
- Write in school script when providing written feedback.



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### **Supporting Learning**

Children not making expected progress and below expected attainment will need additional support in their learning so they can make rapid progress. So adults will:

- Assess small steps of learning.
- Provide additional individual or small group support.
- Provide opportunities for over learning.
- Provide appropriate home learning activities.
- Regularly review progress.

### **Using Achievements**

Celebrating children's achievements will motivate themselves and others to learn. So adults will:

- Praise children's achievements and learning behaviours linked to the learning muscles including in celebration assembly.
- Use pompoms to reward achievements and effort.
- Use certificates to celebrate a love of learning.
- Give positive feedback as well as next steps of learning.
- Share a child's work to inspire others.
- Display work with books and additional resources to extend learning.
- Inform parents of successes.

### **Effective Staff**

To ensure that all staff positively impact on children's learning there will be:

- Clear lines of communication.
- Regular pupil progress meetings
- Continued professional development to ensure secure subject knowledge
- Modelling of school's routines and expectations
- Sharing good practice in books and learning logs.
- Relevant performance management objectives.

### **Working with Parents**

To ensure that the relationship with families is effective in supporting learning staff will:

- Inform families about the curriculum and areas of learning.
- Regularly discuss their child's progress and attainment.
- Lead formal consultation meetings in the Autumn and Spring terms.
- Provide home activities appropriate to their child's age including reading.
- Provide information about children's learning on the school website.
- Celebrate children's achievements.
- Be available daily to discuss areas of concern.



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### **Monitoring and Evaluating Teaching, Learning and Assessment**

The Headteacher, Deputy Headteacher, Subject Leaders and Governors will:

- Conduct teaching and learning observations on a regular basis and provide written and verbal feedback which will outline strengths and areas for development.
- Use learning walks scrutiny of children's books and planning to ensure high expectations.
- Use data to monitor how effective teaching and learning strategies are in terms of pupil progress and raising pupil attainment.
- Ensure that staff development and performance management promotes high quality teaching.
- Provide challenge to ensure the best possible outcomes for all pupils.



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