



Teaching & Learning Policy	
Date adopted	Feb 2017
Date reviewed	Feb 2021 July 23
Next review date	July 24
Subject lead	Head Teacher
Governor/Committee <small>(where applicable)</small>	Curriculum

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

Introduction

Our Teaching, Learning, Curriculum and Assessment policy is at the heart of all we do at Hanley St Luke's Primary School. It sets out clear expectations, provides a standard approach, is monitored carefully by SLT and subject leaders and ensures equal opportunity for all our children.

The National Curriculum is covered for all subjects- core and foundation, to include a creative, broad and balanced curriculum for all. It is underpinned by our distinctive Christian vision allowing all pupils and adults to flourish in line with the mission of the Church of England, promoted by leadership at all levels. We evaluate our work in school against the requirements of the relevant Ofsted Framework whilst never losing sight of the seven strands of the SIAMS Inspection Framework which are central to all we do:

- Vision and Leadership
- Wisdom, Knowledge and Skills
- Character Development: Hope, Aspiration and Courageous Advocacy
- Community and Living Well Together
- Dignity and Respect
- The impact of collective worship
- The effectiveness of religious education

In developing wisdom, knowledge and skills, we believe that all child learn more effectively and make good progress if the quality of the teaching in the classroom is consistently highly effective, day after day, year in year out. However, what makes 'highly effective teaching' needs to be based on sound evidence and not the latest fad or gimmick or the whims of school leaders. Our mantra in school is, 'Will this strategy or approach help children to learn better and retain what they have learned in their long term memory?' To this end we draw heavily on the research meta-analysis outcomes of the Education Endowment Fund (EEF) toolkit when evaluating our approaches: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>.

We keep abreast of the evolving cognitive science research around the concepts of working and long term memory and how this translates into classroom practice and pupils' learning and retention. In addition the research around meta-cognition and self-regulation is also key in guiding our approaches to helping pupils become better learners. The EEF reports high impact for these strategies when implemented effectively and defines them as follows:

'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.'

Self-regulated learning can be broken into three essential components:

- *cognition - the mental process involved in knowing, understanding, and learning;*
- *metacognition - often defined as 'learning to learn'; and*
- *motivation - willingness to engage our metacognitive and cognitive skills.*

Our overall approach to teaching and learning in school is therefore framed by our ongoing understanding of these areas and the evolving research so that we are constantly seeking to evaluate what we do and improve our practice to benefit our pupils' overall outcomes and promoting their health and wellbeing.

How do we teach at Hanley St Luke's?

The Day to Day

In response to NC 2014, all children are expected to work at broadly the same pace, with the aim of a mastery curriculum.

By this we mean that we strive for all children to be fluent and confident within their age or stage related expectations. There is a strong focus on the competence of basic skills, problem solving, explaining reasoning and ideas in all areas of the curriculum. We therefore teach in year group classes without grouping by ability for the vast majority of lessons.

Each year group has constructed a weekly timetable where maths and English are priority and may be split to allow for same day interventions and mastery learning depending on cohort or teacher. Reading is prioritised so there is a phonics lesson taught at least daily from Reception to Year 1, following into Year 2 and Year 3 where needed with bespoke interventions for pupils still requiring this level of input beyond this, in addition to spelling work. All year groups enjoy regular opportunities to listen to stories being read by the teacher, which is often twice daily in the younger year groups and daily wherever possible as children progress through school.

In maths we have a strong focus on the concrete-pictorial- abstract to help embed concepts and understanding. Teachers make reference to variation theory and small steps, beginning new lessons with retrieval of previously taught content. This is enhanced through problem solving strategies, in maths in particular, such as 'What it is/ What it is not' reasoning discussions to deepen the learning.

In maths and English, (particularly phonics) children who are assessed as struggling in the lesson will receive further direct teaching and possibly same day interventions. Fast graspers will move on to extension and enhancement activities as appropriate. Some may need support to enable learning; others may need challenge and depth activities to enrich their learning experiences.

Children are not expected to do too many rote activities before being moved on to the deeper tasks. However, fluency is important and sometimes children may be asked to consolidate a particular area of the curriculum. Careful assessment is needed by adults in class to ensure that attainment is monitored and adapted to as required in a learning sequence.

The majority of children will access the same learning during a lesson. Children may receive additional support or scaffolding or use on hand manipulatives/ prompts or resources to help them. Some children may receive additional challenge.

Learning activities within lessons will be scaffolded at the teacher's discretion to enable all pupils to access learning and to enable all learners to be challenged appropriately. This may be through the use of questioning, manipulatives/ resources, adult or peer support to allow all children to succeed. A multi-sensory approach to learning is encouraged where appropriate to cater for all pupils' needs and learning preferences.

The specific needs of children with Learning Plans and those who are identified as more able and talented are taken into account in every lesson. Quality First teaching is our priority. TAs and other support staff are deployed to best effect, including small group teaching or interventions where needed but we are mindful that those who are struggling most are best supported by high quality input from a teacher day in day out. We seek to discourage reliance on 1:1 teaching assistant support which suppresses independence and can limit pupil progress.

Key Elements of Effective Teaching:

These are not a tick box list for observers in a lesson but rather a toolkit for the teachers as professionals to use as best fits individual lessons/ pupils to achieve maximum learning in lessons and over time. We base our teaching approaches on current and established research which for academic years 22/23 and 23/24 is supported through use of the CPD guides *'Teaching Walkthrus Five Steps to Instructional Coaching'*:

- Effective and explicit modelling avoiding overloading working memory including silent teacher modelling where appropriate.
- Making explicit links to prior learning
- Use of knowledge notes and key vocabulary for lessons or series of lessons- clearly evident in pupil books
- Following clear modelling, use of small clear progressive steps with opportunities to 'have a go' following worked example before further independent work.
- Mini whiteboards used for short bursts of activity, to develop understanding and to ensure children engaged
- Mini quizzes and questioning strategies such as No Opt Out/ Cold Calling & Think/Pair/Share and randomised questioning techniques and Hands up for Asking ideas
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Encouragement to explain their reasoning and describe strategies.
- High expectations over quality of response with teacher avoiding 'filling in the gaps'- the pupil should work harder than the teacher.
- Use of Stem sentences to support improved oracy
- Modelling of correct response for pupils to repeat e.g. choral responses.
- Requirement for pupils to review their learning at the end of majority of lessons with '2 things you have learned

Reviewing learning

Reviewing learning is a key to developing understanding and knowledge transferred to long term memory and is not confined to the end of the lesson. Teachers review throughout the entire lesson and regularly refer students

back to the learning challenges and success criteria of the lesson (where appropriate), reinforcing prior learning. Across all subjects teachers will make regular reference to prior learning of previous lessons, work from previous units and topics from earlier year groups to ensure regular revisiting. Pupils take pride in their own exercise books and with the effective use of knowledge notes, '2 things I've learned' and hexagon inserts to highlight links or key vocabulary, their books become tools for their own personal recap and revision.

To support development of self – regulation and meta- cognition teachers will often prompt children to evaluate their learning with questions such as:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Classroom Environments

Classrooms should be set out to be conducive to learning which means the layout may be different for age groups and different lessons- there is no prescribed way of setting up a classroom and teachers use their professionalism to do so and as such classrooms are rarely static.

We like to celebrate pupils' learning in corridor displays so that all year groups can see the pupils' work and school feels vibrant and welcoming and learning from prior year groups can be reinforced. However, we are mindful that in-class display can add to sensory overload and be a distraction to the main focus of learning. We balance this with the desire to make classrooms feel welcoming, orderly and safe supporting learning with ease of access to resources and learning prompts. There is no one-size fits all but common features across all classrooms will include:

Classroom rules and Recognition Board displayed
Working walls to support new learning/ consolidate previous
Marking codes to support self-editing
Map of the world for regular reference across all subjects
Worship and reflection area
Key vocabulary

Curriculum Including Planning

At Hanley St Luke's: The National Curriculum 2014 , Sound Start Phonics scheme, Jane Considine Spelling , Alan Peat Sentence builders, White Rose Education, Creative Science are used as a starting point to build our specific curriculum planning upon , drawing also on subject association planning such as History Association.

Our curriculum however, is very much bespoke to our school and our pupils and, especially for our Foundation Subjects which have been revised and updated from the original use of Chris Quigley Essentials from which teachers now create their own tailored medium term plans, ensuring the threshold concepts are regularly revisited. To develop a creative, cross curricular approach, links are made where relevant across the curriculum. Every year group has a range of topics every year to ignite the interest and curiosity of the learners whilst always ensuring learning builds on what has gone before in a structured and well planned manner to achieve the desired long term learning. English and Mathematics skills are a strong feature in all subjects, the daily life of the school and continuous provision.

There is a curriculum policy for each core and foundation subject. These are updated as necessary by subject leaders and are followed to provide the best possible learning across every subject.

The long term plans of all subjects are available on the school website along with relevant skills progression maps.

Assessment Including Marking and Feedback

At Hanley St Luke's, we use three broad overarching forms of assessment: 'Day to day/ ongoing Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'. Day-to-Day in-school formative assessment. We know that effective assessment is vital in ensuring a high standard of education for all pupils, and to encourage the full potential of every child.

'Day to Day Ongoing Formative Assessment'

This is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to be challenged to deepen their understanding.

In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

In school examples may include:

- Observations
- Asking open ended questions (Bloom's Taxonomy)
- Marking of pupil's work
- Regular short recap quizzes
- Scanning work for attainment and development
- Discussions with children/ assessing through talk
- Pupil self-assessment
- Peer marking and assessment
- Sharing success criteria and assessing against it

Through 'Day-to Day In-School Formative Assessment', we will:

- Support children in measuring their knowledge and understanding of their learning and wider outcomes, identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported or challenged to make progress and meet expectations

'In-School Summative Assessment'

In-school summative assessments are used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

- Adults will keep appropriate records of Day-to- Day assessments, as and when necessary, in order to support and evidence summative assessment judgements using the NTS Rising Stars assessments as appropriate to age group and subject, and the time of year.
- Standardised scores are collected for maths and English. A record of expected children, greater depth and concern are collated at the end of each academic year for foundation subjects. Science and RE are tracked in further detail according to topic.

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- **Please note the previous National Curriculum teacher assessments at the end of Key Stage 1 are no longer compulsory from 23/24 and at HSL we find their preparation and administration wastes key learning time and will therefore only administer our own end of year summative assessments in line with Years 1-5.**

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. Pupil Learning Plans and Behaviour Recovery plans will be written and assessed against for all pupils requiring SEND or behavioural support.

Marking

At Hanley St Luke's we know that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons including how pupils will be supported to move forward using evidence from their written work. Our approach to marking is directly informed by the documents: 'Eliminating Unnecessary Workload around Marking', Report of the Independent Teacher Workload Review Group (March 2016), the NCETM'S Marking and Evidence Guidance for Primary Mathematics Teaching (April 2016) and good practice modelled in other schools,

along with our own experience of effective practice. In the moment marking is used wherever possible to support children's understanding within a lesson.

As a result, the school has adopted a whole class feedback model to marking which is detailed in a separate policy: Feedback and Marking Policy.

Recording and Reporting Assessment Outcomes

Assessment data and information are collected only when necessary and appropriate, to support the educational outcomes for pupils. It is reported in a way that is clear and of use to the intended audience.

Teachers keep their own assessments in record books or digitally, and data is collected and analysed using Excel, Provision Map and DCPro. Information is shared with parents and governors as required.

Termly Parent consultations take place. SEND consultations also take place on a termly basis to discuss learning needs and to provide input into learning plans.

End of year written reports are sent out to inform parents if their child has met age related expectations, and these also include important information about effort, behaviour, behaviour for learning and attendance.

Monitoring and Review

The Head Teacher is responsible for the implementation of this policy with the full support of the senior leadership team and subject leads. They are responsible for ensuring that curriculum and assessment frameworks remain aligned and effective, with consideration to the following criteria:

- The impact on teaching and learning is positive and clearly visible.
- The impact on teacher and pupil workload is appropriate.
- Assessment procedures are valid and effective.
- Assessments are consistent and reliable.
- Cost implications, providing good value for money.
- Sharing best practice.
- Endeavour to keep up to date with latest developments and research.
- Consistent review of data management systems and school policies.

The Head teacher or member of the Senior Leadership team holds pupil progress meetings with staff regularly to review the assessment data for English and Maths and with subject leads regarding progress in Foundation subjects. Increasingly the school utilises a Pupil Book Study approach (Alex Bedford Unity Research School) to monitor standards across subjects along with regular access to classrooms for informal or more formal learning walks and reviews. Individual pupil progress and that of specific groups, is a whole school issue and is instrumental in raising standards. All monitoring activities work together to inform areas of strengths and areas of weaknesses which are actioned appropriately by senior leadership to effect positive change within the classroom as part of a constant cycle of school improvement.

This policy will be kept under review to ensure it reflects evolving research and practice.