

Feltham Hill Infant & Nursery School

Teaching, Learning & Assessment Policy

September 2020

This is a core policy of the school. It ensures best practice and enables all children to learn and make good progress.

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

*Prepared by: Deputy Headteacher
Agreed with all school staff Sept 2020
Governors shared page on the website: Sept 2020
To be reviewed and updated: September 2021*

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.
- To ensure high standards.
- To provide children with improved life chances.

Embedded Learning

- Learning must be embedded.
- Children should be able to talk about and explain their learning.
- They should apply skills independently.
- Have acquired knowledge and skills which they can apply in different situations.
- Have the confidence to tackle new experiences and challenges.
- Concentrate for sustained periods of time.

Enabling Learning

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

Promoting Effective Learning

- Adults must establish positive and trusting relationships with children.
- Treat children fairly and consistently.
- Build their confidence and self-esteem.
- Value their 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.

Planning for Effective Learning

- Teachers need to ensure planning is effective.
- Teachers must use the school proforma including a key question for marking, where appropriate.
- Formative assessments from previous learning must inform planning.
- Provide learning related to real experiences.
- Provide learning through play and practical activities.
- Ensure opportunities for independent learning.
- Use visits and visitors from the enrichment programme 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 Early Years Foundation Stage (EYFS) and National curriculum subjects in Key Stage 1 (KS1) including Personal Social & Health Education (PSHE), Relationship and Health Education (RHE) and Religious Education (RE).
- Ensure areas of learning are linked in a meaningful way.

Effective Teaching

- Adults need to ensure that teaching is effective.
- They must use clear modelling during class and group sessions.
- Review prior learning and put learning into context.
- Use the appropriate vocabulary including the word 'learning'.
- Ensure children know what they are learning and why, in KS1 use knowledge organisers to help children remember.
- Use open ended questioning to check understanding.
- Reshape learning to respond to children's level of understanding.
- Use talk partners where appropriate.
- Use Circle times where appropriate.
- Ensure all children are attentive and actively participating.
- Engage with children through their play particularly in the outside area.
- Use the school's behaviour policy to ensure good learning behaviour.

Learning Environments including the enhanced provision

- There needs to be exciting inside and outside learning environments.
- Children should be engaged and challenged in their learning.
- Extension and support activities should be provided to suit the needs of the class, which may differ across the year group.
- Activities should provide opportunities for children to learn new things but also reinforce previous learning.
- The environment should be linked to real experiences.
- An environment must have: real resources, photos, fiction and non-fiction books.
- Displays must be supported with books and photos.
- Displays should also be at the children's level so they can access them.
- Activities should include opportunities for collaborative and independent work.
- All resources must be well organised and areas kept tidy. This is so the environment is attractive and accessible for the children.

Enrichment

- Enrichment opportunities are an important part of children's learning.
- Teachers must plan enrichment activities related to their topic, national events and also physical education.
- These enrichment opportunities must be varied and include experiences which are original to the children.

- There should be a variety of enrichment opportunities across the school which also allow for children visiting the local area including places of worship

Assessing Learning – Formative Assessments

- There must be on-going formative assessments to check children's understanding of their learning.
- Use assessment by omission for each lesson to assess the children who over achieved and under achieved within the lesson and annotate planning.
- These assessments should reshape teaching and subsequent learning, which can also include the learning environment.
- Use targeted questioning to check children's understanding.
- Use formative assessments to inform future planning.
- Give verbal and written feedback including next steps of learning for writing.
- Ensure children know their next steps of learning in writing.
- Ensure next steps are achieved.
- 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

- In EYFS adults must make summative assessments using Development Matters.
- Timetable for summative assessments in EYFS:
 - On entry assessments in Reception by end of September, Nursery by the end of October.
 - On en assessments in Reception within 6 weeks (postponed for September 2020).
 - January for monitoring on track for Good Level of Development (GLD) (not submitted as school data)
 - March
 - Final assessment in May/June.
- In KS1 adults must make summative assessments in reading, writing and maths using the National Curriculum.
- Timetable for summative assessments in KS1:
 - October/November
 - February
- Final assessment June/July
- All data must be entered onto SIMs, the school assessment package.
- Tracking sheets are used in KS1.
- In addition, children's reading will be assessed at the end of each half term, using school reading levels in Reception and KS1.
- These reading assessments will be used to organise children into English groups for guided reading.

- For KS1 there are further assessment guidelines in the Key Stage 1 Assessment overview document (Appendix 1)

Marking and Feedback

- For children to make progress they need to know what they have learnt and also their next steps of learning.
- Differentiated learning statements must be used in KS1. The learning statements have highlighted phrases which are then used for marking. The highlighted area is ticked to show children have achieved the outcome.
- Written and verbal feedback related to the learning must be given to the children.
- This may include questioning or reflection.

- The term 'Next Step' is used with all children for writing in Reception and KS1.
- Children in Year 1 and Year 2 can edit their work with editing pens with teacher guidance.

- For maths in KS1 'Now Try' is used to extend learning.
- Question marks are used to show a misconception.
- Then ticks when learning is understood.

- In EYFS pink highlighted text or pink post it notes are used for next steps in learning journals.

- Adults must check books and learning journals to ensure next steps are achieved.
- SLT will carry out work searches with teachers in each year group to ensure consistent high expectations.
- There should be a clear story of learning through marking and next step post it notes.
- Written feedback must be in school script.

Supporting Learning

- Children not making expected progress and below expected attainment will need additional support in their learning so they can catch up.
- These children must be given small steps of learning.
- Provide additional individual or small group support.
- Provide opportunities for over learning.
- It may also be appropriate to speak to the SENCo for a more tailored learning style or an IEP.

Achievements

- Celebrating children's achievements will motivate themselves and others to learn.
- Praise children's achievements and learning behaviours including in praising assembly.
- Give positive feedback as well as next steps of learning.
- Use stickers to support praise.
- Share a child's work to inspire others.

- Display work with books and additional resources to extend learning.
- Inform parents of successes.

Effective Staff

- All staff must impact positively on the children's learning.
- There must be consistency in expectations within a year group.
- There will be CPD sessions and modelling to ensure school policy and practice.
- There will be modelling of school's routines and expectations.
- And sharing good practice in books and learning journals.

Working with Parents/Carers

- There should be a positive relationship with parents/carers.
- There will not be the usual information meetings about curriculum and school routines, so a handout will be sent to parents/carers.
- There may be parent meetings autumn and spring terms to discuss attainment and progress, if coronavirus restrictions allow.

- Induction meetings for nursery, reception and new centre parents/carers will not take place this year but parents are invited to visit at the beginning of the term with their child and a handout will be sent too.
- During the academic year, there may be open mornings and sharing work with children if coronavirus restrictions allow.

- Providing remote learning must be planned for by SLT.
- Quality remote learning must be provided for children self-isolating and if there is a lockdown.
- This will include videos, activities and learning on the website, as well as home packs for children.
- Other home activities will continue to be provided appropriate to their child's age including reading throughout the year.
- There is information about children's learning on the school website for each year group.
- Celebrate children's achievements including 'Golden' and 'Achievement' books.

- Teachers should be available daily to discuss areas of concern while remaining socially distant.

Appendix 1

Key Stage 1 Assessment Overview