



## St Michael's Teaching, Learning and

## Assessment Policy

### **St Michael's – An Enriched Teaching and Learning environment**

*'Young people get one opportunity to learn in school and we owe it to them to make sure they all get an education that is broad, rich and deep.' Speilman*

**St. Michael's Primary School aims to provide an outstanding education and ensure children develop towards their full.**

- We will provide the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- We will promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- We will enable children to become active, responsible and caring members of the school and wider community.
- We will ensure the rights of the child are met.

**School Vision:** 'St Michael's is founded on the Gospel of Jesus Christ. We are determined to become an outstanding school, providing the highest quality of teaching and support to every individual'

**School Values:** 'Our school is based upon the Gospel values of love, tolerance and forgiveness where the achievements of all our pupils are celebrated and built upon. We want our pupils to be successful, compassionate and hard-working and we will develop a curriculum which is exciting, supportive and challenging. Our pupils will excel academically as well as socially, spiritually and emotionally. As a school and staff we believe in an ethos where people of all backgrounds and cultures are welcomed and valued. Outstanding behaviour underpins our work, supported by the parents or parish and wider community. We want our pupils to look back on their primary school years with joy and we want them to be eager for the next stage in life'



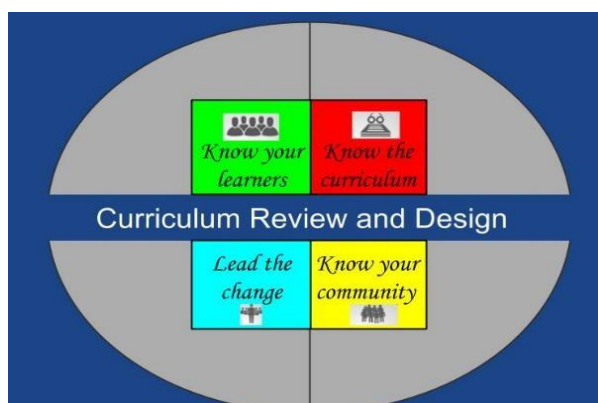
## Teaching, Learning and Assessment Policy - Responsibilities

Staff	Parents and Carers
<p>Lead by example and promote positive relationships</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a secure, stimulating environment</li> <li><input type="checkbox"/> Provide a broad, balanced and engaging curriculum Reward children</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive relationships with staff and pupils</li> <li>• Be fully supportive of our aims</li> <li>• Attend and contribute to school events</li> <li>• Support children with reading and homework activities</li> <li>• Praise children for the good things that they do in school</li> <li>• Communicate and work with the school whenever</li> </ul>



Children	Governors
<ul style="list-style-type: none"> <li>• Have excellent attendance</li> <li>• Promote positive relationships with all staff and children</li> <li>• Work well independently and collaboratively</li> <li>• Take pride in your work</li> <li>• Be resilient learners and do your best at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive relationships with full community</li> <li>• Visit school and talk to children and staff</li> <li>• Attend training and school events</li> <li>• Report to the governing body with celebrating the strengths of the school and recommendations to make St Michael's outstanding</li> </ul>

### Teaching, Learning and Assessment Policy - Our Curriculum



The National Curriculum allows us, as a school, a number of freedoms:

**How to teach** – The Programmes of study outline what is to be taught but not how it should be taught

**Which aspects of the subject pupils study in depth** – The requirement is for schools to cover the programme of study but individual teachers can decide which aspects they wish to emphasise. For example they may choose to cover some aspects in a single afternoon and a whole term on others.

**How long to spend on each subject** – It is for school to decide how to deliver the curriculum and how to organise their timetables.

**How to arrange learning in a school day** – There is no requirement for subjects to be taught discretely. Subjects can be grouped or taught through projects, if strong enough links can be made to develop pupils' understanding and skills

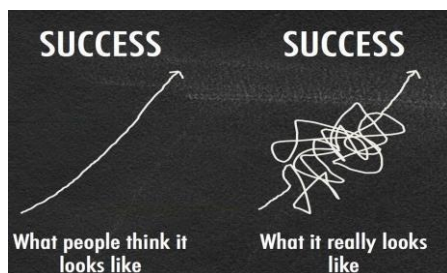




## **Teaching, Learning and Assessment and purposeful)**

## **Policy – Our Framework (child centred**

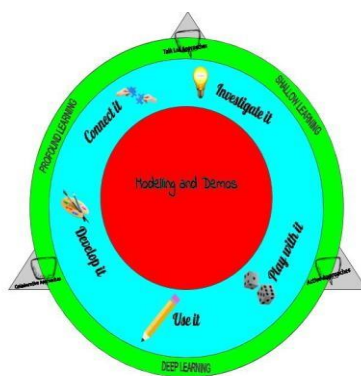
Outstanding teaching recognises the power of yet! We must strive to develop in our children the notion that their ability can be grown and developed. Our own language of learning must reflect our key principles. We strive to develop in our children the notion that their ability can be grown and developed (Growth Mindset). Learning is not a straight forward process but rather a complex journey of success and failure, whereby mistakes are necessary.



**The Power of YET.**

## **St Michael's Teaching and Learning**

Being reflective in what we offer our pupils is incredibly important. With much uncertainty in the education system, we must believe in the fundamentals that form our own practice:



### **Our lessons will demonstrate:**

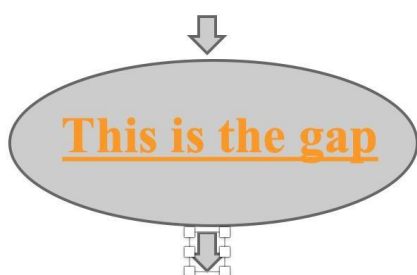
- Be creative - Prioritise passion over recall!
- Know our children and personalise their learning. Avoid simply lowering standards. Instead maintain high standards but sure children are suitably equipped to reach them.
  - Ensure time to show individual children how to improve. It's not that they can't do it, they just can't do it yet.
- Establish an environment that promotes ambition, where children regard difficulties not as obstacles but as stepping stones to greater achievements.
- Make learning enjoyable. Enthuse, engage and empower children to be active participants of their own learning.
- Make it real and give it a purpose!



## **Teaching, Learning and Assessment Policy - Steps to Success**

Marking and feedback effectively gives pupils next steps and support the setting of targets against age related expectations and the individual needs of pupils.

**This is where I am now**



**This is where I should be  
(our learning intention)**

## **Purposeful Feedback**

This is what I need to do



---

## **Teaching, Learning and Assessment Policy – Non-negotiables**

At St Michael's we have clear, non-negotiable expectations of classroom practice to further strengthen consistency. Monitoring activities will display secure evidence of practice in relation to non-negotiable expectations.





<b><u>Writing Non-negotiables</u></b>	<b><u>Reading Non-negotiables</u></b>
<ol style="list-style-type: none"><li>1. Clear sequential planning using the agreed literacy planning format</li><li>2. Planning that is aligned fully with the principles set out by the Primary Writing Project (PWP)</li><li>3. A variety and progression of genres are covered following the agreed genre map established by each year group</li><li>4. WALT/WILF sticker used to detail learning outcome and success criteria including where relevant SPaG features.</li></ol>	<ol style="list-style-type: none"><li>1. Evidence of planning for the 'teaching of reading' to be evidenced on agreed literacy planning format</li><li>2. Reading activities to be linked to each genre unit and taught following the principles set out by the Primary Writing Project (PWP)</li><li>3. Every child is listened to read 1:1 once a week by either the class teacher or TA– target readers are listed to read at least 2 times per week.</li></ol>
<ol style="list-style-type: none"><li>5. SPaG is taught in context within each genre unit however where necessary additional explicit teaching is used also</li><li>6. Handwriting is taught following the agreed style laid out in the handwriting policy</li></ol>	<ol style="list-style-type: none"><li>4. All classes have a 'Once Upon a Time' reading display which is updated frequently</li><li>5. Class teachers read books from the class literature spine daily for 5-10 minutes</li></ol>



<b><u>Numeracy Non-negotiables</u></b>	<b><u>RE Non-negotiables</u></b>
<ol style="list-style-type: none"><li>1. Clear sequential planning using the agreed numeracy planning format</li><li>2. Delivery of each topic and each NC skill through fluency to reasoning/problem solving activities</li><li>3. Calculation policy to ensure correct progression of methods through the key stages</li><li>4. Formatively assess using assessment materials for each unit of work</li><li>5. Summative assessments following 'Rising Stars assessments' are completed termly</li><li>6. Times tables to taught explicitly and assessed following the 'Times Table Champion' agreed format</li><li>7. Specific maths vocabulary walls are established and frequently updated to ensure high profile of maths vocabulary in the learning environment</li></ol>	<ol style="list-style-type: none"><li>1. All children will cover and explore each topic through 6 learning foci (one of which is an extended writing piece) and a Respond booklet.</li><li>2. Evidence of progress will be tracked using driver words in our success criteria and marking.</li><li>3. Children will learn about and learn from RE by covering both AT1 and AT2 strands of the RE curriculum.</li><li>4. We will teach at least two other faiths per year and ensure children are respectful and tolerant of other faiths and cultures.</li><li>5. Children will lead weekly collective worship and pray daily with the support of bright and attractive sacred spaces.</li></ol>





<b><u>ICT Non-negotiables</u></b> <ol style="list-style-type: none"><li>1. Evidence of planning for the teaching of Computing within medium term planning - use of bespoke Computing scheme as a basis to ensure curriculum breadth and depth.</li><li>2. Assessments to be completed at the end of each half term</li><li>3. Screenshots of pupil work to be saved for each topic within each child's Classwork Folder.</li><li>4. At the outset of all sessions, children should be reminded of e-safety messages particularly specific dangers and how to react in an informed manner when confronted with unexpected and inappropriate material.</li><li>5. Basic skills contained within the Computing Assessment grids are required to be taught, in addition to the bespoke scheme</li></ol>	<b><u>Science Non-negotiables</u></b> <ol style="list-style-type: none"><li>1. All medium term planning to be written on the agreed MTP format.</li><li>2. All lessons to have a clear WALT/WILF linked to a key skill/objective within the National Curriculum.</li><li>3. Assessment grids to be updated formatively to assess the children's learning at the end of each topic.</li><li>4. A pictorial overview sheet illustrating the nature of the topic being taught is used at the beginning of each new topic – this also includes subject specific key vocabulary that will be taught during the course of that teaching sequence</li><li>5. One piece of sustained writing over the course of the topic</li></ol>
<b><u>Topic Non-negotiables</u></b> <ol style="list-style-type: none"><li>1. Key themes (History, Geography, Art and DT) to be introduced to children through a 'Memorable experience' and, at the end of each theme, an evaluation of learning will be planned in.</li><li>2. All medium term planning to be written on the agreed MTP format and all lessons link directly to key skills.</li><li>3. All lessons to have a clear WALT/WILF linked to a key skill/objective within the National Curriculum.</li><li>4. Subject specific assessment grids to be updated termly</li><li>5. A pictorial overview sheet illustrating the nature of the topic being taught is used at the beginning of each new topic – this overview sheet also includes subject specific key vocabulary that</li></ol>	<b><u>PE Non-negotiables</u></b> <ol style="list-style-type: none"><li>1. All children to receive 2 hours per week of curriculum P.E time.</li><li>2. Assess children each term against key skills as set out by PE lead.</li><li>3. Photographic evidence for each P.E topic evidenced in Topic books.</li><li>4. Staff and children to wear appropriate and safe sportswear/shoes to deliver and perform in PE lessons.</li><li>5. Use specific topic vocabulary when teaching P.E.</li></ol>



<p>will be taught during the course of that teaching sequence</p> <p>6. Two pieces of sustained writing over the course of the topic</p> <p><i>*French is taught in discrete blocks throughout KS2 by HLTA and evidenced in French books.</i></p>	
<p><b><u>SEN Non-negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. One to one interventions will be carried out with a teaching assistant in addition to maths and literacy lessons. These interventions will be closely monitored by the SENDCo and academic progress will be recorded before and after an intervention has been completed.</li> <li>2. Vulnerable children are identified through pupil progress meetings and where necessary added to the monitoring list by the SENDCo.</li> <li>3. If a child continues to fall well below age related expectations following additional support/resources in class, the class teacher and SENDCo will meet with parents to discuss adding them to the SEND register.</li> <li>4. Termly Individual Education Plans are to be reviewed with the SENDCo three times a year. (September, January and April). Education, Health Care Plans to be reviewed by SENDCo, parents and professionals from Health and Social care annually.</li> </ol>	<p><b><u>Display Non-negotiables</u></b></p> <ol style="list-style-type: none"> <li>1. All children's work will be clearly visible in classrooms.</li> <li>2. Topic displays will be refreshed for each Topic and reflect a variety of learning across different subjects inclusive of a variety of abilities also</li> <li>3. Our wider curriculum themes will be evident across the school through creative corridor displays.</li> <li>4. RE, Maths and Literacy learning walls are refreshed for each new genre/topic and reflect current learning</li> <li>5. Up to date Achievement displays rewarding individual developments in Reading, Maths and Handwriting celebrate and encourage key skills</li> <li>6. Behaviour charts used to promote good behaviour and children are rewarded in line with the behaviour policy</li> </ol>

*\*Music is taught using external expertise and is part of staff CPD. Music planning is fully encompassing of the National Curriculum requirements and evidence in our long term planning and Music books*

### **Subject Leadership**

	<b>Subject Lead</b>
<b>Maths</b>	Charlotte Chapman



<b>English</b>	Ciara Yeoman
<b>RE</b>	Ciara Yeoman and Nora McSherry
<b>PE</b>	Jennifer Bonham and Stephen Gornan (shadow)
<b>Science</b>	Theresa Simonson
<b>History and Geography</b>	Emily Hudson
<b>ICT</b>	Ben Frankland
<b>Reading</b>	Maria Clifford
<b>French</b>	Lynne Hillard
<b>Music</b>	Bethany Allison

### **Teaching, Learning and Assessment Policy - Monitoring and Review**

- At St Michaels's we teach according to the requirements of the 2014 National Curriculum. We have clear expectations for each subject and each child with each lesson. All staff deliver learning that is challenging, high quality and provides consistency across year groups. Key Performance Indicators matched to the National Curriculum 2014 requirements support termly teacher assessment. Regular pupil progress meetings and moderation ensures accuracy of results.
- Lesson observations and book scrutinies are regular. In line with new Ofsted guidance, individual lessons are not graded but an overall self-evaluation of teaching and learning is made by the School Leadership Team. On a termly basis, teaching and learning is evaluated, detailing observations, planning audits, learning walks and book monitoring findings. Individual and general feedback allows for challenge, support and cascading of outstanding practice.
- The whole staff evaluate the effectiveness of our Teaching and Learning policy annually. All school policies are updated annually. Adaptations are agreed to by all staff so that we are constantly striving for further improvement.
- We regularly ask our parents to comment on how we are doing. We are pleased so many parents comment positively about the school. We are confident that parents value and appreciate the hard work of all the staff to ensure our children are happy, confident and achieve well. Equally we always welcome suggestions for further improvements and inform parents on how we are developing the areas identified.
- The Head teacher and link Governors report on the effectiveness of the Teaching and Learning through the Local Area Board.



Focus of Lesson Observation:		
Date:	Year Group:	Observation Carried Out By:
Focus Questions	Comments	
<b>Planning:</b> <i>Is the lesson reviewed well and is preparation clear?</i> <i>Is there a focus on what pupils will learn?</i> <i>Is there reference to success criteria?</i>		<b>Main Strengths of Lesson:</b>
<b>Challenge:</b> <i>Is work sufficiently challenging for year group expectations?</i> <i>Is work differentiated according to pupil mixing needs?</i> <i>Is pupils effort and success at completing work appropriate?</i> <i>Is there progress within a lesson?</i>		
<b>Questioning and Feedback:</b> <i>Does teacher provide explicit guidance to pupils on how to improve in relation to their targets?</i> <i>Are children given opportunities to address and correct misconceptions?</i> <i>Is there evidence of self-peer assessment?</i> <i>Is questioning successful at moving the learning forward?</i>		<b>Areas of Development:</b>
<b>Pupil Response and Engagement:</b> <i>Are the pupils clear about the task?</i> <i>Do pupils know what to do to achieve?</i> <i>Is pace sufficient to maintain high levels of pupil engagement?</i> <i>Are pupils enjoying their learning?</i>		
<b>Shared with staff (sign and date):</b>	<b>Comments:</b>	

## Teaching and Learning: Monitoring and Evaluation

Lesson observations and book scrutinies are regular. In line with new Ofsted guidance, lessons are not graded but an overall self evaluation of Teaching and Learning is made by the SLT.

On a termly basis, Teaching and Learning is evaluated, detailing observation and book monitoring findings, in relation to termly data collections. This allows priorities to be set which are both current and can be actioned in subsequent curriculum developments.



Reports are presented termly to governors and at School Improvement visits.

April 2020