



Gaddesden Row JMI

Teaching & Learning Policy

Policy Review

This policy will be reviewed in full every 2 years.

The policy was last reviewed in September, 2021

It is due for review by September, 2022

Signature
Head Teacher

Date

Signature
Head of Standards and Development Committee

Date

Introduction

Learning at Gaddesden Row is engaging, excites the learners and teachers, and is about every child making progress every lesson.

It is vital to our success as a school that progress is valued by all pupils, and that excellence and achievement is a 'good thing'.

In other words, our achievement culture is integral to our success as a school.

Learning styles

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to reach their full potential.

“Progress every lesson.”

Aims

We aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

“Challenge: are we expecting enough?”

The depth: self-awareness

We encourage children to take **responsibility** for their own learning, to be **involved** as far as possible in **reviewing** the **way in which they learn**, and to reflect on **how they learn** – what **helps** them learn, and **what makes it difficult** for them to learn.

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Linked Policies/Procedures:

SEND

SEN Information Report

Handwriting Policy

All other specific subject policies e.g. RE, EYFS

Assessment for Learning: Sharing learning intentions

Good learning involves reflecting on the learning objective and success criteria constantly throughout the lesson.

Learning objective: We use “WALT” (we are learning to) as the method for sharing our learning objective. The learning objective is about the learning. It is transferable. It is carefully unravelled from the context of what by the teacher. e.g. We are learning to consider the accuracy of our results to determine a fair test.

Success Criteria: (Top Tips) Success criteria empowers children; they enable teachers, teaching assistants, pupils (self and peer) and parents to measure success. We use “Top Tips” to share the success criteria for a session.

Be mindful of two ways of using “Top Tips”:

(i) Ingredients: Here, the success criteria are used for pupil self-assessment, peer assessment and teacher assessment, and are used frequently during the lesson. Success criteria would be used in a session so children can achieve and **measure their success**.

e.g. for English, the class/teacher may use the following success criteria for a recount text:

I used the past tense, choosing verbs carefully.

I maintained the third person throughout.

I included some complex sentences.

(ii) Steps to success: Another effective way of using success criteria is for a lesson which requires distinct stages to complete a task (e.g. Design Technology). Be aware that these are often *process* rather than *learning* orientated.

e.g. for Design Technology, the class/teacher may use the following success criteria for learning how to join materials together:

Measure two lengths of board(20cm)

Cut lengths (sawing area)

Use a method of joining for each

Engaging the learner

We maximize the learning opportunities in a variety of ways. Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We recognise that children are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management.

Engaging the learner often includes playing music to accompany learning, providing 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

The Learning Journey

All teaching and learning is carefully planned in order that:

- the learning experience is incremental, building on previous teaching and learning experiences;
- teachers should explain the learning objectives, success criteria and *why* the lesson is important;
- the lesson should be presented in a range of styles (visual, audio, kinaesthetic);
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

What does learning actually look like?

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- innovative pupil-led use of technology;
- fieldwork and visits to places of educational interest;
- guest speakers (experts within a particular field);
- creative activities;
- responding to a range of media (including video footage, music, podcasts);
- debates, role-plays and oral presentations;

- designing and making things;
- participation in athletic or physical activity.

Staff

We deploy teaching assistants and other adult helpers effectively. They work with individual children, and sometimes they work with small groups.

All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice (see staff development records).

Assessment

Formative Assessment

Teachers make continuous formative assessments throughout the course of each lesson or series of lessons in order to modify teaching and learning. This ensures that pupils' individual needs are identified and differentiated for when planning, ensuring that support can be given to make regular progress.

Summative Assessment

Summative assessments are carried out termly in each class. Towards the end of every term the pupils (Y2-6) are tested in reading, grammar, punctuation and spelling, maths and science using published test papers. The year 1 pupils are tested in phonics and maths.

Pupils who did not attain the expected standard in the phonics screening check in Y1 are then screened termly using past papers to ascertain progress.

Teacher Assessment

In conjunction with these tests teachers carry out 'Teacher Assessments' indicating the areas in which pupils are secure for reading, writing, maths and science. They do this by using the criteria set out in the Herts for Learning Assessment Criteria sheets.

Currently in Years 2 and 6, Teacher Assessment Frameworks (IAFs), from the Standards and Testing Agency, are also highlighted. Using the information from the tests and highlighted sheets, enables teachers to make an informed decision as to whether pupils are working at, above or below age related expectations.

Once the summative teacher assessments have been carried out the 'step' at which each pupil is working is entered onto the school database which tracks the progress throughout their time at Gaddesden Row. At the beginning of each term pupil progress meetings are held with the SLT and class teachers where each pupils' progress is discussed and if necessary timely interventions are put in place.

For the Foundation Subjects, teachers complete a 'best fit' assessment for the pupils in their class at the end of each term using the National Curriculum description for guidance. For example, children can be *working towards*, *at or above* the programme of study for their year group, as listed in the National Curriculum This is handed to the subject lead so that they can monitor the overall progress of pupils on their subject tracker.

Statutory Assessments

In May each year Standard Attainment Tests (SATs) are carried out in years 2 and 6. The tests are marked externally in year 6 and the results returned to school by the end of June.

Early Years

In the Early Years Foundation Stage (EYFS), staff carry out daily formative assessments recording evidence of children meeting Development Matters goals using 'Tapestry'. This is an online database which records anecdotal and pictorial evidence of the children's progress and is available for the parents to view at any point. Targets for each pupil are identified and tasks are planned around their needs. A baseline assessment is made at the beginning of the reception school year against the Early Learning Goals (ELG). Towards the end of the Summer term teachers complete the EYFS profile stating whether the pupil is at expected, emerging or exceeding the ELG. This assessment is based on all the evidence gathered throughout the year.

Reporting to Parents

Parents are informed formally during parent consultations (Autumn and Spring term) and by written report (Summer term). Any statutory test results are made available to parents as soon as possible, either along with the annual school report or separately. As well as this, parents are informed informally through regular verbal feedback at the classroom door.

In order to demonstrate the quality of their evidence for teacher assessment, check the accuracy and consistency of their judgements teachers carry out moderation tasks, throughout the year. These may be internal, in conjunction with local schools or as part of Local Authority organised cluster moderations.

Inclusion

[See our SEND Policy], but in summary, we plan learning with vulnerable pupils at the forefront and we have a clear strategic plan for addressing individual strengths and weaknesses for every child at whatever level they are working at.

The Learning Environment

A well-organised and stimulating environment supports learning. Learning resources around the room (e.g. a writing display on 'recounts') can help scaffold learning, serving as a supplement to success criteria.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. This is an environment in which pupils enjoy being challenged and in which they enjoy learning and know that they will progress in their learning (because they know the challenge will have been set at the right level).

Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to English and Maths. We also use working walls as learning prompts for the children.

We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

Feedback and Marking

At Gaddesden Row, we believe that all marking and feedback should be meaningful, ensuring that pupils make significant and sustained gains in their learning. See Marking and Feedback policy.