



CROXBY PRIMARY ACADEMY TEACHING, LEARNING AND ASSESSMENT POLICY



THE CONSORTIUM
ACADEMY TRUST

Effective Date: 23 February 2018

Date of minuted approval by the Governing Body: September 2017

Review Committee: Primary Local Board

Review Date: September 2019

Owner: Head

- **This policy should be read along with the Marking and Feedback Policy and the Curriculum Policy.**

At the Academy we endeavour to ensure our early learners develop into lifelong learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.

Rationale

- we believe that people learn best in different ways. At the Academy we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential.
- to ensure assessments made are accurate
- to ensure assessments are used to plan the next stages of learning

Guidelines

- Teachers have consistently high expectations of pupils and build successful relationships, centered on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with the academy behaviour policy.
- Teachers will use the 5Rs (Respect, Resilient, Ready, Reflective, Resourceful) consistently to promote and embed learning attitudes and habits to secure independent learners
- Teachers set challenging teaching and learning objectives, which are relevant to all pupils in their classes. These are based on knowledge of pupils' past and current achievement and the expected standards for pupils of the relevant age range.
- Teachers should use the Classroom Monitor report to ensure they are teaching appropriate objectives.
- Teachers ensure the classroom learning environment includes working walls for English and mathematics.
- Teachers to facilitate frequent opportunities for pupils to reach a wide audience using the Academy blog and class twitter feeds for a range of purposes.
- **Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:**
 - start with a clear learning objective (See Marking and Feedback Policy Appendix 1)
 - has a defined set of criteria for success
 - has learners working in the first 3 minutes of learning
 - has learners not sat listening to teacher inputs for more than 11 minutes
 - employ interactive teaching methods and collaborative group work, especially the use of the Kagan structures

- promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning
- ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age
- ICT is used effectively to deepen understanding (Reading Eggs, Education City)
- presentation of learners' work is of a highest standard
- uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place

Maths

- Maths will be taught using the Same Day Intervention Method.
- The majority of maths lessons will be delivered in 2 parts, approximately a 35-40 and 20-25 minute part. Part 1 will be a formative based teaching session. Children will be taught in whole class/mixed ability pairs or mixed ability groups, based on an 'I do, you do' structure. Activities may be practical using representation and will be mainly completed on whiteboards. Towards the end of part 1, the children will complete 5/6 fluency varied fluency questions. The fluency questions will then be self-marked. Under the guidance of the teacher, the children will self-assess where their learning will move onto in Part 2. There will be three choice available.
- Hot (Same Day Intervention SDI) the teacher/support staff will model/guide the work to those children.
- Spicy (fluency variation)
- Super Spicy (Reasoning/Problem Solving)

An example of how the work may look in books can be seen in Appendix 2 of the Marking and Feedback Policy.

Reading

- The majority of the reading lessons, in KS2, will be taught as whole class sessions focusing on a curriculum area. Any responses will be recorded on whiteboards.
- In KS1, the academy will aim to provide as many adults as possible to take small guided reading groups. there will be a mixture of whole class and small group guided reading.
- The overwhelming majority of the class will work on age appropriate reading materials.
- A small minority of pupils will work on the same curriculum area but may use reading materials from an earlier year group.
- One lesson of the week, will be an independent reading response exercise, which the children will complete in their English books.

An example of this can be seen in Appendix 3.

Writing

- Writing lessons should follow the 'Write Stuff' strategy of Initiate, Model and Enable.
- It will be taught over a two week cycle with at least 5 sentence stacking lessons.
- The 'Initiate' and planning activities will be completed on the left hand page of the Children's English books, with the sentence stacking activities being completed on the right hand page. Although the initiate/planning activities can be completed in the top half of the page and the sentence stacking on the bottom half of the page in Key Stage 1.
- The work will be marked through in line with the Marking and Feedback policy.

An example of how this may look in books can be found in Appendix 2 of the Marking and Feedback Policy.

Recording formative assessments on Classroom Monitor

- Classroom should be updated at least weekly, by class teachers, but is recommended to be completed daily
- A 'B' Beginning Assessment, can be given if a child shows competency in an objective during a fluency/skill/practice session.
- A 'D' Developing Assessment, can be given if a child shows they can apply the skill in a depth session.

- An 'S' Secure Assessment, can be given if a child shows they can apply the skill in a cold application session, a period of time after their depth session. For example within 'Big Writing', Topic or in a summative test.
- An 'M' Mastery Assessment, can be given if the children show secure assessments across a variety of evidence which will be moderated by the Senior Leadership Team.

Summative Assessments

- Summative Assessment will be completed termly.
 - Years 1,3,4, and 5 will complete Rising Stars and White Rose Maths Tests and a selected GPS test.
 - Year 1 and any child who has not achieved the phonics pass, will complete practice phonics tests the week before the end of HT2, HT3, and HT4
 - Year 2 and Year 6 will follow a separate summative assessment cycle which may vary to fit the context.