



CROXBY PRIMARY ACADEMY

TEACHING, LEARNING AND ASSESSMENT POLICY

Effective Date: September 2020

Date of minuted approval by the Local Governing Board: September 2020

Review Committee: Local Governing Board

Review Date: September 2021

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 ensure the classroom learning environment includes working walls for English and mathematics and tier 2 vocabulary for the term is clearly displayed.
- Teachers to facilitate frequent opportunities for pupils to reach a wide audience through the Academy Twitter page.
- Teachers will ensure for the vast majority of the time the children will be sat in mixed ability.

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

- Employs interactive teaching methods and collaborative group work, especially the use of the Kagan structures
- Includes a variety of retrieval strategies to enable spaced review of learning and secure into the long-term knowledge
- Uses metacognition throughout lessons to promote 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 (LBQ, Purple Mash, ReadTheory, Spelling Shed, Prodigy, Times Tables Rock Stars)
- Presentation of learners' work is of a highest standard
- Uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place

Maths

Key Stage 1

- Maths will be taught using the Same Day Intervention Method.
- The start of Maths lessons 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. Throughout the teaching session the staff will formatively decide when the children are ready to access the next stage of their learning. This may well lead to children starting their independent work at different times. At different moments in the lesson 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 (less than 3 questions correct).
- Spicy (fluency variation) (3 or 4 questions correct).
- Super Spicy (Reasoning/Problem Solving) (5 or 6 questions correct).
- There will evidence of work in books at least 4 times a week

Key Stage 2

- Maths will be taught primarily using the LBQ (learning by questions) online system.
- The first part of the lesson (approximately 5 – 10 minutes) will be aimed at enhancing retention and long-term memory of previous learning. 1 questions from last month, 1 from last week, 1 from yesterday.
- The second part of the lesson (approximately 10 minutes) will be a teacher input whereby the class teacher will cover basic prerequisites of the lesson to ensure a baseline knowledge for the lesson's objective. Teachers may choose to select questions from the lesson slides as teaching points before the children begin.
- Children will log on to LBQ when directed by the teacher it is time to do so. This may be at different points for different children.
- During the independent task, the class teacher will be checking answers to the children's work which will form the basis of SDI (same day intervention)/ group work implemented during the lesson.
- Extension/challenge tasks may be provided.
- Pre and post assessments will be used to track progress of pupils and inform pre-teaching groups for interventions.

Reading

- The majority of the reading lessons, in KS2, will be taught as whole class sessions focusing on a curriculum area. The lessons will follow the 'Hooked on Books, 'Book Talk' strategy.
- In KS1, children will work individually or with partners to discuss their answers, then record them on a whiteboard in Year 1 and a jotter sheet in Year 2 (4 times a week).
- In KS2 all children will record their answers on a template using Purple Mash (4 times a week).
- 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 reading books in KS1 and on LBQ or Purple Mash in KS2, English-books, at least 30% of the class will access a text with a higher Lexile age.
- The independent session will focus on the curricular area mainly covered in the reading sessions that week and will include a mixture of question types.

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 5-6 sentence stacking lessons.
- In KS1, 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.
- In KS2, writing will be completed using a template on Purple Mash.
- The work will be marked in line with the Marking and Feedback policy.

Vocabulary

- The teaching of tier 2 and tier 3 vocabulary will be taught throughout all lessons.
- Children will develop an understanding of the etymology of words to help them understand new words presented to them.
- Low threat quizzes will be used as pre and post assessments each term to highlight the progression of their understanding.

Summative Assessments

- Summative Assessment will be completed termly.
- Years 1,3,4, and 5 will complete NFER tests at the end of each term
- 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.
- Pre and Post Test will be completed for each Maths Unit.

Making a Teacher Assessment judgement

- Staff will make a teacher assessment judgement, 3 times a year, for Reading, Writing and Maths.
- Judgements will be made after moderation and summative testing is completed. Professional Conversations are held with senior leaders before the teacher assessment is validated.
- Teacher Assessments that the staff can make are:
- A - on track to be working at greater depth by the end of the year (Children can work using the age related expectations in a variety of situations).
- N - on track to be working at the national expectation for the end of the year. (Children are successfully accessing the age related expectations).
- W – on track to be working below the national expectations by the end of the year (children require extra support to access the age related expectations).
- B – are working on a pathway from an alternative year group.

Blended Learning

In the event that individual teachers, children or entire bubbles need to isolate at home, the academy will ensure that the provision for blended learning will be in place.

- Staff will ensure that every child can access lessons throughout the curriculum either live or via a recorded session.
- Children will be encouraged to fully participate during the blended learning and will be provided with personalised verbal support and feedback from the teacher when required.