

# TEACHING, LEARNING AND ASSESSMENT POLICY

RESPONSIBILITY FOR REVIEW: Principal  
DATE OF APPROVAL: 19.1.17

## OUR VALUES

At Dixons Manningham, we build a partnership between parents/ carers, children and teachers that puts learning first.

Our teachers have high expectations of all learners and work hard to ensure that all children achieve. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximize learning, ensuring that learning is built upon and where necessary extra support is provided. They seek to promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.

The protocols, routines and development of good learning habits are embedded across our school and this policy assumes that all teachers will remain consistent in the way they are applied in the classroom. This enables the promotion of positive attitudes, good behaviour and moral understanding in order to nurture self-esteem so children are motivated to learn.

The values of aspiration, collaboration and excellence underpin achievement for all children and staff at Dixons Manningham and it is these values that will be evident in all classrooms. It is a focus of these values that should form the basis for any discussion with students who fail to display good learning habits and who as a result are not reaching their potential.

## THE AIMS OF THIS POLICY

To establish a strong culture of learning through an agreed set of practices and a shared language, we believe it is vital to:

- Develop teacher professionalism through providing training that develops the subject knowledge, effective formative assessment and understanding of child development
- Collaborate with each other in order to ensure progression of objectives, engagement and enthusiasm in learning through the use of schemes of work and short term planning
- To ensure a common high quality of experience for all children to help maximize each individual's learning, whilst supporting creativity and individuality within teaching and learning.

## THE SCOPE OF THIS POLICY

This policy builds on other core curriculum and behavioural policies to provide a framework for excellent teaching, learning and assessment.

### Expectations of Teaching and Learning

All staff understand that it is their professional duty to provide a broad and balanced curriculum that meets the demands of the new curriculum.

In addition, all staff are expected to meet Career Stage Expectations and the Teachers Standards. These standards have been broken down in order to provide a core set of features that we believe are essential to providing quality teaching and learning at Dixons Manningham (appendix 1). These expectations of Teaching and Learning are utilised within every lesson to ensure that **“every minute counts”**.

We promote flexibility in teaching, no one way is recommended, in order to keep lessons focussed and engaging we expect teachers to use a range of strategies including:

- Whole class teaching
- Split introductions
- No introductions
- Modelled work
- Guided work
- Collaborative work
- Independent work
- 1:1 work

As many of our children have English as an additional language, we ask teachers to take this into account and provide lessons that make learning more accessible by:

- Making the verbal curriculum more visual
- Make the abstract curriculum more concrete
- Develop interactive and collaborative teaching and learning styles
- Think about the language demands of the curriculum (oral and written) and provide models
- Use drama and role play
- Provide opportunities for exploratory talk
- Provide opportunities to talk before writing
- Develop higher language understanding through use of key words and phrases
- Promote the use of full sentences that are grammatically accurate

As a result of the above core principles we expect:

- All staff to be actively engaged in every lesson, be that supporting or assessing learning
- Every child to have worked with the teacher within a week, but also to have time to work independently
- Lessons to be designed to build on the needs of the children

## Planning

We believe that planning is about the mapping of a learning journey, children may well start at different points but the aim is to support them in achieving a set outcome and teachers use their professionalism in order to identify how best to do this. We work together in phases to plan in order to share expertise and ideas, which enables us to ensure consistency across classrooms.

As a consequence we expect clear medium term plans to be devised by teachers for English, Maths and Foundation areas. We promote the use of cross curriculum planning within the wider curriculum that motivates and engages children in learning making links between subjects where applicable and teaching certain areas in isolation where necessary. As a result of this we do not expect a set amount of time each week to be spent on one certain subject, instead we ask that over the half term/term

enough time is provided to each subject in order to achieve the learning required within the subject/topic.

Short term planning to us is about breaking down the learning objectives in order to facilitate learning at the required level for each child. Teachers have the professionalism to work out how best to do this and as such no set format is required. We simply ask teachers to ensure there is an intelligent sequence to their planning that takes account of effective formative assessment.

### Effective Formative Assessment

In order to ensure our teaching impacts on learning we constantly utilise effective formative assessment. This helps us to identify where a child is within the learning journey and what steps are needed in order to realise the learning required. Use of EFA is vital to ensure our planning maximises the teaching and learning opportunities available to us.

In order to ensure our planning takes into account where a child is, we carry out pre-assessments in order to determine starting points.

There are a range of EFA strategies and techniques that can be utilised and we encourage teachers to use these, however there are some core strategies that we all use:

- Targeted open ended questioning (ensuring that it is not only those with hands up that respond)
- Follow through questioning
- Encouraging all children to have a go (if they do not know, let them ask a friend, but come back to them and ask again)
- Involvement of children in self and peer assessment
- Use of targets for all children (in writing these focus on need rather than objective, in maths they focus on mental skills and strategies and in reading they are determined by group)
- Feedback to challenge understanding and promote responses from children to demonstrate understanding or greater challenge (see feedback and response policy)

At the end of an English or maths lesson we review children's understanding and where necessary adapt planning or provide extra support to challenge any misconceptions. Our aim in doing this is to ensure that every child understands the main ideas taught in the lesson.

At the end of units of work we set activities, challenges or tests that help us to determine how well children have understood the skills and knowledge they have been learning. We utilise the information from this to plan further learning opportunities or to set interventions where needed.

We regularly update our curriculum trackers to identify which objectives children are working on and have understood in order for us to be more reflective about what has worked and to analyse what is required next.

### Learning Reviews

Every 5 weeks learning reviews are carried out between the teacher and phase leader. These discussions focus on the teaching that has taken place and the impact this has had on learning. We use our curriculum trackers to identify the rate at which children are learning, the current knowledge,

what information or skills children need to learn and whether the learning opportunities provided for children are effective.

The aim of the reviews is to provide regular opportunities to reflect on the needs of the children and to engage in a professional discussion in order to maximise the teaching that is taking place.

### Assessment without Levels

Our assessments are based on 3 core principles and we review these at the end of each 13 week cycle:

**1. What years objectives children are working on**

The vast majority of children will be working on the objectives assigned to the year they are in. Some children may have gaps from previous years, but as they are able to access the curriculum of the year group they are in, we teach to the level required and provide additional support in order to consolidate previous learning.

However, there will be a small minority of children with Special Educational Needs who will not be able to access these objectives, and as such they will be being taught on a previous years objectives; this will be evidenced clearly in their books, demonstrating progression in line with the objectives of that year

**2. How well children understand the knowledge and skills taught**

We break this down through understanding of the objectives taught, which are cumulative during the year, into 3 parts:

**Emerging (E)** = 0-33% understanding of the objectives within that year

**Developing (D)** = 34-66% understanding of the objectives, including the same % of key objectives

**Succeeded (S)** = 67% + understanding of the objectives, including almost all key objectives

**3. How well children can manipulate their learning in different contexts**

This is an expression of how a child is learning over time, it is based around Bloom's taxonomy of learning:

**#1** = Knowledge

**#2** = Application

**#3** = Analysis

**#4** = Synthesis and Evaluation

As such a child working at Age Related Expectations journey would look like this:

Year Group	End of Cycle 1	End of Cycle 2	End of Cycle 3
Y1	Y1E#2	Y1D#2	Y1S#2
Y2	Y2E#2	Y2D#2	Y2S#2
Y3	Y3E#2	Y3D#2	Y3S#2
Y4	Y4E#2	Y4D#2	Y4S#2
Y5	Y5E#2	Y5D#2	Y5S#2

Y6	Y6E#2	Y6D#2	Y6S#2
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By assessing on these three core principles we gain a much deeper understanding of where children are and how to manage their learning in future, in order to either challenge them further or support them in accelerating their progress.

### **Appendix 1: Expectations of Teaching and Learning**

<b>Cultural Expectations (CE)</b>	<b>Subject Knowledge (SK)</b>	<b>Intelligent Sequence (IS)</b>	<b>Highly Tailored (HT)</b>	<b>Effective Formative Assessment (EFA)</b>	<b>Feedback and Response (FR)</b>	<b>English (E)</b>
Positive framing	Ability to break down an objective	Planned activities	Planning for groups	Targeted questioning	Compliance to policy	Full sentences and Standard English
Bell, 1-2-3 eyes on me (for silence)	Understanding subject development	Sequence of activities are developmental	Accessibility of the lesson	Following through questioning	Use of green/purple	Links across the curriculum
Tracking the speaker	Clarity of explanations	Resources to support learning	Effective use of adults	Utilising FR to move learning on	Presentation – pupils and teacher	Ensuring Reading level is accessible in all subject content
Exit/entrance routines	Quality and use of resources	Learning walls to support learning	Level of challenge for all	No Opt Out	Feedback engages pupils to think	Handwriting improving across subjects
Use of behaviour management system (Good to be Green)	Level of challenge of the lesson	Pace	Use of pupils data	Involvement of children – questioning/self/peers Assessment	Responses from pupils shows reflection and understanding	Spellings are regularly practiced, displayed & tested
Teacher presence (voice, movement)	Handling of student questions	Modelling a task	Use of intervention plans	Responding to children’s need (break out, one to one)	Written feedback links to targets	Extended writing across subjects
Setting up tasks expectations	Understanding links to assessment	Managing resources and creating independence	Use of IEPs	Verbal feedback	Feedback is followed up in following teaching sequence	Evidence of class book
Positive relationships	Wider links to other subjects	Opportunities to develop learning are maximised		Use of targets for all children in writing and mental maths		
Nurturing environment	Utilising links to the outside world	Use of technology to support learning		Utilising analysis of objectives to move learning on		
Collaborative learning or use of talk partners						

