
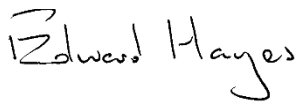


Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



TEACHING, LEARNING ASSESSMENT & FEEDBACK POLICY

Policy Date:	28/06/21		Kate Hayles Head Teacher	
Policy Review Date:	28/06/22		Edward Hayes Chair of Governors	



Teaching , Learning Assessment and Feedback Policy (incorporating updated marking policy) Jan 2020

Sacred Heart Catholic Voluntary Academy has a particular distinctiveness in that it seeks to represent the Gospel teachings of Jesus Christ and the teaching of the Catholic Church as we strive to develop the talents of every member of our community.

We believe that:

1. We teach the children through all that we do. We recognize that everyone is a unique creation of God and should be assisted in every way possible to reach their full potential.
2. Learning should be a rewarding and enjoyable experience for all at Sacred Heart. Learning should be fun and enable children to make at least expected or accelerated progress.
3. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future
4. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.
5. High expectations of learning behaviours are linked to the effectiveness of Teaching and learning.

Aims

- To foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others- facilitating considerate and positive relationships between all members of the school and wider community.
- To foster a lifelong love of learning for all members of the school community.
- To develop confident, disciplined and enquiring learners.
- To ensure all children are included, motivated and engaged by their learning.
- To promote resilience so that children are equipped able to be able to persevere when they encounter challenges.
- To promote high quality teaching and learning across the school.
- Raise standards by ensuring consistency and continuity of teaching ,learning and assessment.

Planning

Cross-curricular planning will take place in accordance with the school's curriculum plans for each year group, with reference to the Diocesan RE Curriculum, Primary National Curriculum and Early Years Curriculum.

Sort term planning is the responsibility and intellectual property of the class teacher, and follows a format that is purposeful, informative and relevant to each class teacher.

We will ensure that:

- Planning takes children's prior learning and current assessment into account and ensures that lessons consolidate, build upon and extend learning for all children.
- Teachers will plan opportunities for all children to access the curriculum (including those pupils with alternative or additional needs) with appropriate support and challenge. These planned adjustments for different groups or individuals may include: adapted task; teaching input; outcome; teacher / adult support ; questioning, resources; models; peer support.
- Planning identifies a range of engaging activities and teaching styles to sustain concentration, motivation and application, as well as to develop children's skills, knowledge and understanding.
- Opportunities are planned within the curriculum for children to practice and reinforce skills learnt and give appropriate extension and challenge activities.
- Lesson objectives are planned by the class teacher and shared with the children at the start of a lesson. They are used in feedback and to inform formative assessments.
- Planning details the resources to be used, including the strategic deployment of any other adults; planning is shared with support staff weekly.
- Planning shows that the teacher has been reflective and assessed the children's work, identifying next steps in the children's learning which will directly move the learning on.
- Teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Resources used are appropriate to the task and age of children in supporting, extending and engaging them with their learning.
- Teaching Assistants are well deployed, optimising all learning opportunities.

Assessment and Feedback

A continuous cycle of Planning, Teaching, and Assessment is used in order to establish the level of attainment, progress made and to inform future planning assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics.

A wide range of assessment strategies are used by both the children and the teacher.

Assessment information is shared with pupils parents and colleagues, both formally and informally. The SEND coordinator may use existing and additional assessment as appropriate, seeking advice from external partners where appropriate.

Formative Assessment:

- Children's work is regularly, diagnostically assessed using a system of 'strategic minimal marking'.
- Each teacher will assess the children's learning against the objective during or as soon as possible after each lesson. This may be through any of the following: observation, questioning, discussion, marking, self / peer assessment, and continuous feedback throughout the lesson.
- Green highlighter will identify an aspect that worked well. Yellow highlighter will identify something for the child to 'look again' at, as appropriate to the age and ability of the children (Appendix 1).
- Feedback is given to the children as soon as possible: ideally verbally during the lesson. 'Written feedback' takes the form of an agreed system of 'ticks' against the learning objective in books to show if children have met, exceeded or are working towards that objective.
- Teachers record their findings from each lesson in an 'AFL book' recording which children have met, exceeded or are working towards the objective. In addition, teachers will identify any common misconceptions and successes and use the information to inform subsequent teaching and learning, planning next steps to move the children's learning on. These 'next steps' will be noted in the Teacher's afl notes (and may be evident in children's books as appropriate to the age and context).
- Teachers and children, and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process.
- Opportunities are provided for Peer and Self-assessment.
- Work is moderated frequently to ensure that judgements based on the Curriculum Descriptors are accurate.
- Teaching staff, Curriculum Co-coordinators and Senior Leadership Team (SLT) will regularly monitor children's books to ensure assessment and feedback is consistent and in line with school policies.
- **Foundation Stage**

In Foundation Stage, teacher's marking system relates directly to the FS curriculum (See appendix 3 and 4) This demonstrates the teacher marking sticker (either child initiated or adult initiated), the children's comment sticker, the parents comment sticker and the wow sticker. It also has a clear guide to the marking key used and how a breakdown of the EYFS curriculum.

Summative Assessment:

- Class teachers use the 'STAC mat' statement / assessment sheets for Maths, Reading and Writing for each child to inform professional judgements made. This data is inputted into target tracker half termly (see appendix 2). These form the basis of moderation, discussion in Pupil Progress meetings and the input of summative Target Tracker data. Most of these statements will be evidenced in books (where not, notes in the teacher's 'afl books' will be used to show where this evidence has come from).
- In Y2-6 these assessment sheets are completed at regular intervals:

-**Writing** summative assessments are made after each independent 'Big Write'. It is expected that there be a minimum of 5 pieces of evidence in the Advent term,; 3 pieces in each of the Lent / Pentecost terms.

-**Maths** summative assessments are made at the end of each unit of work, using evidence from afl notes made. From Y2 onwards, each maths unit begins and ends with an independent 'cold' and 'hot task' which are used to inform judgements made, and inform future planning, teaching and learning.

- **Reading** summative assessments are updated regularly as a result of afl , and sheets updated half termly using evidence from notes made in the teacher's afl books.

- Maths and Writing assessment sheets are kept in the front of each child's book and the children are involved in using these to identify personal targets and next steps for learning. Reading summative assessment sheets are kept centrally by the class teachers.
- Judgments are made using teachers professional judgement, triangulated with evidence from books / notes made through afl/ observations and formal assessment tests.
- Formal written assessments will be carried out regularly at the end of each term in years 3-6 in Reading and Maths
- All results from these assessments will be recorded, analysed and used to inform future planning and target setting.
- Standardised testing is used according to the current assessment schedule and supplements the judgements made by the teacher

Target Setting:

Targets will be reviewed and set by teachers and Head teacher / SLT through half-termly Pupil Progress meetings. Targets will be shared with children and parents on a regular basis.

Attainment:

Attainment data will be recorded by staff using 'Target Tracker' and analyzed by the SLT at least half termly and at key points during the year. In addition, Gifted and Talented, Pupil Premium and vulnerable groups and individuals' attainment will be tracked to ensure progress is in-line or exceeding expectation. Where expectation is not met, next steps will be identified and planned for as appropriate.

Roles and Responsibilities:

Governors' Role:

It is the *Governors'* role to support, monitor and review the school's approach to teaching and learning and its practise through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Head teacher and teachers.
- Reporting to the Full Governing Body.

Parents' Role:

Leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at parents supporting learning and the

development of good learning and social behaviours, and the support of the Catholic ethos of the school.

Teachers use the following opportunities:

- i. Formal opportunities such as parents/carers' consultations, annual reports and meetings organised at the request of either School or parents/carers;
- ii. Informal opportunities such as at the end of each school day
- iii. Liaising regularly with parents and carers in a variety of ways including; sending home Good Work certificates and postcards/ letters home, writing in Reading Records, phone calls.
- iv. Parents/carers, sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the school community.

The Pupil's Role

Pupils will be encouraged to take responsibility for their own learning with support from all school staff.

The School's Role

The implementation of this policy is the shared responsibility of all staff. The Assistant Head teacher (Teaching and Learning) has particular responsibility in consultation with the Head teacher, senior leadership team and subject coordinators, to monitor and evaluate its effectiveness on an annual basis.

Complimentary Policies and Documents

This policy should be read in conjunction with all supporting policy statements, schemes of work, the Primary National Curriculum, EYFS Curriculum, the Equal Opportunities and relevant government and Diocesan documentation.

Monitoring and Review

The Head teacher, Assistant Head Teacher (for Teaching and learning) and Senior Leadership team will monitor the effectiveness of this policy throughout the academic year. They will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

January 2020

Review Date: January 2021

Strategic Minimal Marking

VVV	You <u>have securely, confidently and independently achieved</u> the objective.
VV	Great! You have achieved the objective.
V	You have not yet achieved the objective independently.
C.A.T	Come and talk.

This worked really well.

Look at this again.

Appendix 1

Step on Target Tracker	Percentage of Statements and Qualifiers
B	0 – 20% as long as the child can access that year group’s curriculum without additional support
B+	21 – 40%
W	41 – 60%
W+	61 – 80%
S	80% and above including all Key Performance Indicators (statements in bold)
S+	100% and applied in a range of contexts

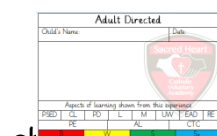
Appendix 2



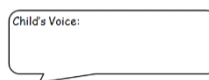
Marking Key

PSED - Personal, Social and Emotional Development
CL - Communication and Language
PD - Physical Development
L - Literacy
M - Mathematics
UW - Understanding of the World
EAD - Expressive Arts and Design

CI - Child Initiated
AD - Adult directed
S - Supported work
I - Independent
H - Home
VF - Verbal feedback



- CI & AD Feedback



- Child's comments

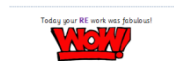
about
 journey

Label

their work and learning



- Parents comments about special things



- Work achieved the learning objective

to a
 that happen at home or new things
 their child does or tries.

high standard

 - All RE work is denoted by a purple border on the page










The Learning Journey

The curriculum within the Early Years Foundation Stage is planned around four main then....

<u>A Unique Child</u>	<u>Positive Relationships</u>	<u>Enabling Environments</u>	<u>Learning and Development</u>
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

There are seven areas of Learning and Development

Three Prime Areas	Personal, Social and Emotional Development 	Communication & Language 	Physical Development 	
Four Specific Areas	Literacy 	Mathematics 	Understanding the World 	Expressive Arts & Design 

Children's progression is recorded in order to support and encourage them throughout their journey.

The aim of this Learning Journey is to:

Celebrate children's achievements.	Serve as a reminder of the wonderful experiences.	Monitor the skills that children are developing.	Enable staff to plan effectively in order to meet children's learning needs.
Show children's progress.	Record children's viewpoints.	Highlight the discoveries children make.	Support children when they are challenged.

Within this learning journey, the staff are recording some of the ways in which your child is travelling along a Learning Journey which is unique and special to them.

During the academic years in which your child is 3, 4 & 5, some materials from this learning journey may be used to support the completion of an EYFS Profile.

An EYFS Profile is a legal document that enables Year 1 teachers to plan an effective, responsive and appropriate curriculum that will continue to meet all children's needs after they leave the Foundation Stage.

As a Catholic school the children will also learn about our Catholic faith, Church, life and mission during the year. They will explore and respond to topics such as **Myself** (Domestic Church/family), **Welcome** (Baptism), **Birthday** (Advent & Christmas), **Celebrating** (Local Church /Community), **Gathering** (Eucharist), **Growing** (Lent & Easter), **Good News** (Pentecost), **Friends** (Reconciliation) and **Our World** (Universal Church/World). They will also experience daily prayers, and have the opportunity to plan, prepare and take part in class and Foundation Stage Liturgies.

