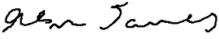



Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



Teaching , Learning Assessment and Feedback Policy

Review date		October 2025	
Signed Headteacher		Signed Chair of Governors	
Alison James		Caroline Pinto	

Teaching , Learning Assessment and Feedback Policy

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 recognise 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.

Organising 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 are working towards, met, or exceeded that objective.
- Teachers record their findings from each lesson in an 'AfL book' recording which children are working towards, met or exceeded the objective. In addition, teachers will identify any common misconceptions and successes and use the information to inform subsequent teaching and learning, planning through next steps to move the children's learning on or reflection of good practice. 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, however verbal feedback has also proven to be effective).
- 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 and to develop pupil voice.
- Foundation Stage
In Foundation Stage, teacher's marking system relates directly to the FS curriculum (See appendix 2 and 3) 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 in Writing for each child to inform professional judgements made. This data is inputted into Arbor termly. These form the basis of moderation, discussion in Pupil Progress meetings reviews of whole school data (notes in the teacher's 'AfL books' will be used to show where this evidence has come from).
- In Y2-6 the assessment sheet is completed at regular intervals:
 - Writing summative assessments are made after each independent 'Big Write'. It is expected that there will be an extended piece of writing at the end of each English topic (Stacmat sheet to be used for a baseline piece at the beginning of the Advent Term with one piece to follow in every half term. Regular staff meetings are allocated to the moderation of writing particularly in the Lent and 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 task' 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 Star Reader tests. Arbor is updated termly using evidence from notes made in the teacher's AfL books.

- Judgments are made using teachers' professional judgement, triangulated with evidence from books / notes made through AfL / observations and formal assessment tests.
- 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

Expectations:

In Key Stage 2 -

- English books to have a minimum of 3-4 pieces of work in books across the week (where someone is away, record as absent; where you are on a class trip, or a special day, record in the AfL; practical work; photograph and evidence in books.) These are to include examples of extended writing opportunities each week. If Wider Curriculum is being taught instead of English then the minimum of 3-4 pieces of work in books is still expected.
- Maths books to have a minimum of 3-4 pieces of work across the week. A variety of concrete, pictorial and abstract pieces of work should be evidenced throughout each topic through written work or picture evidence.
- RE books should have a minimum of 4- 6 pieces of challenging and well-presented work per topic, 1 of which should be sustained and/or extended. This work is to include the following:
 - 1 piece of work across the board is to be an extended piece of writing.
 - 1 piece of work is to be a Scripture Detective.
 - 1 piece of work could be 'Art appreciation' (use one of the art works on 'Come and See', or a picture/photo of a stained-glass window in a church of course relevant to the topic.)
- Reading comprehension is taught both within the English scheme of learning (linked to the Unit of Work from Wordsmith) and through focusing on aspects of the National Curriculum for reading. Reading will be taught daily in the reading hour. This hour consists of Wordsmith topic reading, Scode spellings (Year 4 upwards) and independent reading which links to Accelerated Reader. Reading lessons will comprise of a variety of reading skills linking to appropriate strands in the Reading AFL document coordinated by the English Lead. There will also be a focus on SATs style comprehension questions throughout each half term.
- Wider curriculum is taught in block formats within the Learning Adventure umbrella. This is often linked to the end of the Wordsmith unit of English work. (See English intent) The wider curriculum subjects, linked to Wordsmith units, are mapped out in the Wider Curriculum Intent for the year. This promotes a progression of learning throughout each year. Not all wider curriculum subjects will be taught in each half term; subjects linked to Wordsmith have been carefully planned so as to link with the English work that is carried out prior to this.
- For all areas of the curriculum where someone is away, record as absent; where you are on a class trip, or a special day, record in the AfL. Practical work should be photographed and evidence in books.

In Key Stage 1 -

- English books to have a minimum of 3 pieces of work in books across the week (where someone is away, record as absent; where you are on a class trip, or a special day, record in the AfL; practical work; photograph and evidence in books.) If Wider Curriculum is being taught instead of English then the minimum of 3-4 pieces of work in books is still expected.
- Maths should be evidenced a minimum of 3 pieces of work in books across the week. A variety of concrete, pictorial and abstract pieces of work should be evidenced through written work or picture evidence.
- RE books should have a minimum of 4 LFs recorded. This work is to include the following:
 - 1 piece of work across the board is to be an extended piece of writing.
 - 1 piece of work is to be a Scripture Detective.
 - 1 piece of work could be 'Art appreciation' (you could use one of the art works on 'Come and See', or a picture/photo of a stained-glass window in a church (of course relevant to the topic.
- Reading in KS1 is primarily taken up with daily Little Wandle phonics sessions as well as catch up activities to ensure the bottom 20% are keeping up with the progression of learning. Guided reading is integrated throughout the Advent Term. Whilst this happens daily readers are continued to be heard in year 1. As children move into Year 2 they begin the Advent term revisiting Phase 5 and promoting the use of this in their reading. The focus then shifts to whole class guided reading after the October half term with an emphasis on promoting and using Accelerated Reader. Those children who have not passed the PSC in Year 1 will continue to have regular phonics sessions to bridge the gap.
- Wider curriculum is taught in block formats within the Learning Adventure umbrella. This is often linked to the end of the Wordsmith unit of English work. (See English intent) The wider curriculum subjects, linked to Wordsmith units, are mapped out in the Wider Curriculum Intent for the year. This promotes a progression of learning throughout each year. Not all wider curriculum subjects will be taught in each half term; subjects linked to Wordsmith have been carefully planned so as to link with the English work that is carried out prior to this.
- For all areas of the curriculum where someone is away, record as absent; where you are on a class trip, or a special day, record in the AfL. Practical work should be photographed and evidence in books.

** The first term in Year 1 will be transitional from EYFS, therefore expectations are to be built up to by Christmas.

In EYFS Foundation 2 -

During the year, wow moments are evidenced on Tapestry app through observation and any key pieces of child initiated (in all areas of the FS curriculum) or adult led topic/maths/writing work.

Writing- Daily phonics which will be through whiteboard in Advent 1 but must include writing practice daily in their phonics books, starting in Advent 2 to provide evidence.

Adult led writing in their writing book. Autumn -every other week one piece of writing. Spring/Summer term one piece of writing each week.

Writing books - children's work does not need to be marked however should feedback be given during a lesson (i.e. model the correct letter formation), the schools marking policy

of using yellow and green highlighters should be seen (ie: yellow highlighter for the child to try tracing a letter or a number and green for when this is achieved.)

RE- One piece of evidence per topic in Learning Journey denoted with a purple boarder. Respond sheets completed as a whole class for each topic and copied for Learning Journeys.

In EYFS Foundation 1 -

During the year, wow moments are evidenced on the Tapestry app through observation and any key pieces of child initiated (in all areas of the FS curriculum) or adult led topic/maths/writing work. All Tapestry Learning Journeys will be downloaded and saved onto the Staff Hub at the end of the year.

- Writing- Early mark making development daily through dough disco and fine motor practice, evidence through the Tapestry app.
- RE- One piece of evidence per topic in Learning Journey denoted with a purple boarder. Respond sheets completed as a whole class for each topic and copied for Learning Journeys.

In Shamrock Nurture Provision -

Each day, during 'Wow' work, staff will use the engagement model to assess children's learning (AFL folder) and identify next steps to inform planning.

Throughout the day, 'Wow' moments are evidenced on the Tapestry app through observation and any key pieces of child initiated (in all areas of the engagement model) or adult led 'Wow' work. All Tapestry Learning Journeys will be downloaded and saved onto the Staff Hub at the end of the year.

- Writing- Early mark making development daily through dough disco and fine motor practice, evidence through the Tapestry app.
- RE- One piece of evidence per topic in Learning Journey denoted with a purple boarder. Respond sheets not applicable to Shamrock Nurture Provision

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 Arbor and analysed by the SLT at least termly and at key points during the year. In addition, Gifted and Talented 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 practice 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, Arbor communications and 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 Headteachers for Teaching & Learning and Data & Accountability have a particular responsibility in consultation with the Head teacher 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, Engagement Model, the Equal Opportunities and relevant government and Diocesan documentation.

Monitoring and Review

The Head teacher 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.

August 2024

Review Date: December 2025

Appendix 1

Strategic Minimal Marking

VVV	You have <u>securely, confidently and independently</u> achieved 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 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

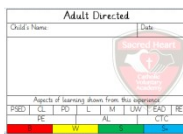
AD - Adult directed

S - Supported work

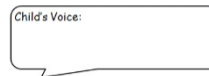
I - Independent

H - Home

VF - Verbal feedback



CI & AD Feedback Label



Child's Voice: _____'s comments about their work and learning journey










I am Special ☺
Name: _____
Why? _____
Date: _____ Sign: _____
Parents comments about special things that happen at home or new things their child does or tries.



Wow
Today your RE work was fabulous!
_____k achieved the learning objective to a high standard

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

Appendix 3

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.			