

Rationale and Aims

This policy will provide guidance to staff regarding a consistent, coherent approach to learning, teaching and assessment across the school. We recognise that in order for children to reach their full potential they need to feel welcomed, nurtured, safe and secure. Our school ethos is grounded in our Vision, Values and Aims as well as the 6 Nurturing Principles. We are committed to preparing our young people for the future with skills for learning, life and work.

As a staff team we aim to provide an education which promotes:

- The development of knowledge, skills and understanding with a positive attitude to lifelong learning.
- Continuity and progression, including opportunities to consolidate and build upon prior learning.
- Pace and challenge to ensure learners reach their full potential.
- A broad, balanced, relevant curriculum in line with national guidance which is sufficiently flexible to meet the needs of all children.
- Use of interdisciplinary learning and responsive planning to make learning meaningful and accessible for all learners.
- Recognition of wider achievement and takes a holistic view of each child's development.
- An agile learning culture where children are motivated and engaged in their learning.

Planning (Principles of Curriculum Design)

Effective planning lies at the heart of providing a high-quality learning environment. All teaching staff will plan using the principles for curriculum design to ensure that we promote children's development and learning across a wide range of context. This will help to develop learners who are able to think critically and contribute actively during independent and cooperative learning experiences and social situations.

The following principles of curriculum design will be reflected in our planning:

- **Challenge and Enjoyment** - Planning will respond to the needs of individual learners and ensure opportunities for active, challenging and motivating learning experiences.
- **Breadth** - Planning will provide learners with the time and opportunity to process new learning and apply it in a range of situations.
- **Progression** - Effective formative and summative assessment and on-going monitoring and tracking will inform next steps within and across levels.
- **Depth** - Planning will take account of the need to discuss learning, explain it to others and apply it in different contexts.
- **Personalisation and Choice** - Learners will influence and be actively involved in the planning, organisation and assessment of learning opportunities where appropriate.
- **Coherence** - Learners will be supported to make links between different aspects of learning across curricular areas and through interdisciplinary learning.
- **Relevance** - Contexts for learning will reflect the children's experiences, learning and interests. They will be encouraged to make connections with real life experiences.

Quality of Learning and Teaching

It is important that our children know what they are learning, why they are learning it and what success looks like. Therefore we should be focusing on the following:

- A clear lesson structure is apparent, whilst providing opportunities for flexibility based on ongoing assessment of learning throughout the lesson.
- **Learning Intentions:** LIs set the context of the learning in child friendly language, but language is not dulled down for children. They use words such as “to be able to apply/ understand or analyse...”. They are discussed at the start of a lesson and they are displayed throughout the lesson and referred to during the lesson to remind children of what they are learning.
- **Success Criteria:** Success criteria should let the children know what success in the lesson looks like and in best practice, success criteria should be co-created with children. SC highlight specific outcomes that relate to the learning intention. They should focus on the process rather than the result. They sometimes use the “I can...” format.
- **Plenaries:** These should be used to reinforce the learning focus and to identify how successful children have been in relation to the LI and SC. Pit stops or hinge point questions should be used during the lesson to ascertain children’s understanding and so the plenary should promote self and peer assessment by children reflecting on what they have learned and work they have produced. There are a variety of different plenary ideas such as exit passes, give me 3, etc. They should also focus on next steps for children.
- Explanations and instructions are clear to all learners.
- A range of effective questioning techniques are used by the teacher with appropriate response or thinking time given and opportunities to develop higher order thinking skills.
- A balance of whole class, group and independent learning is used to meet the needs of learners.
- Resources are used appropriately.
- Developing an agile learning culture where there are no boundaries to where or how children learn; Indoors, Outdoors, Online, Offline, School, Home, Community, Locally or Globally.
- Teachers are actively engaged with students throughout the learning process.
- Staff/partnership working and/or interventions are apparent and meaningful.
- Staff regularly link learning to the four contexts of learning (curriculum areas/subjects, interdisciplinary learning, ethos and life of the school, opportunities for personal achievement) and their relevance to the world of work.

Quality of Learners’ Engagement

- Learners are active participants who are fully engaged, resilient, highly motivated and interact well during lessons.
- Learners understand the purpose of their learning and lead the learning where appropriate (relevance and context of learning are present and clear).
- Learning is built on previous learning experience.
- Learning is challenging and well matched to the learners’ needs and interests.
- Learners have choice and increasing responsibility for their learning.
- Digital technology is appropriately used to enrich, support and challenge learning.
- The language of learning provides and supports opportunities for learner dialogue.
- Learning from mistakes is recognised as vital for maximum development.
- Learners can apply their new learning in a range of familiar and unfamiliar contexts.
- A range of resources are used which are engaging and relevant for the learning experience.
- There is a positive, rich learning environment (classroom organisation, displays, accessibility to resources).

Pace and Challenge for All

Learning for children should be challenging, but realistic and should build on their prior learning. We use Progressions pathways, planners and Benchmarks to ensure we are planning for pace and challenge at all times.

- We aim to ensure that every child is able to have success during our learning and teaching sessions, but we also provide challenge and support.
- Differentiation: We ensure that we differentiate learning in terms of resources to support/challenge, expectations, learning styles, content and also within our direct teaching. We differentiate within activities and can use paired work to support and challenge, but this is dependent on the learning task and individual.
- Less able learners are supported as individuals or within a small group through effective planning and teaching to ensure that they are both supported and challenged within their learning.
- More able children are given opportunities to extend their learning and challenge themselves through differentiated teaching, challenges and application of learning.
- We promote a culture of risk taking for children and encourage them to view mistakes as new learning opportunities. We promote open ended learning where children are encouraged to lead their own learning.
- We give learners a set of tools to use in their learning to solve individual problems/challenges and to tackle new learning.

Assessment

Assessment is an integral part of our planning and staff use the benchmarks regularly when planning. Staff get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next. All assessments inform next steps in learning for children. They gather effective, timely and proportionate assessment evidence which they use to inform their professional judgement and report on progress. The Assessment Calendar is attached to this policy.

- Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on progress. Teachers use a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.
- The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to share what they have learned. Evidence comes from day-to-day learning as well as from specific assessment tasks, activities, tests and examinations. Judgements about learners' progress need to be dependable. This means that assessments must be valid and reliable.
- Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning. It is important that an overview is taken across all learners' assessment experiences to ensure breadth, balance and coherence in approaches.

Quality Feedback

Feedback to children on their learning is central to effective learning and teaching and it should be given as soon as possible with the child being present with the teacher where possible. Effective feedback is the key factor in a child being able to improve their learning.

- We are specific and clear when giving feedback.
- We focus our feedback on what children can do to improve.

- We praise children for their effort and we use praise appropriately and specifically.
- We work with children to identify the next steps in their learning and how they can improve across the curriculum.

Moderation

A vital part of the Learning, Teaching and Assessment process is moderation. We value opportunities to work collegiately within our school at departmental level, whole school level, at Learning Community level and beyond to support professional development and a shared understanding of standards and expectations. It involves our teachers and other professionals, as appropriate, working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- Plan learning, teaching and assessment
- Check that assessment tasks and activities provide learners with fair and valid opportunities to meet standards and expectations
- Sample evidence from learners' work and review teachers' judgements
- Agree strengths in learners' performances and next steps in learning
- Provide feedback on teachers' judgements to inform improvements in practices

Moderation helps to ensure that there is an appropriate focus on outcomes for learners. Teachers' participation in moderation activities is a highly effective form of professional judgement.

Additional Support Needs

Children with an identified need may have access to targeted intervention such as literacy support groups, numeracy support groups, together, additional support from staff in class, personalised or small group plans and a few children may have support from other external agencies. All learning meets their individual needs and has challenge built in. Some children within the school have Additional Support Plans (ASPs) with associated targets which support their learning in all aspects of school life.

Children who are significantly above average in their learning are given challenge and application through differentiated planning and differentiated teaching to ensure their needs are being met.

Parental Partnership

Newfield Primary School is a welcoming place for parents and carers. We strive to involve families in their children's learning wherever possible through a variety of events. Parents/Carers are invited to attend class learning showcases. Parents/carers also have the opportunity to join their children in the classroom on our Open Afternoon in September. We encourage partnership with parents, the community and local businesses and they are invited to become involved in our theme weeks e.g. STEM, Week Of Action, Fairtrade, World Of World and Finance Week. We report formally to parents in March via Parent Consultations and send home written report cards in June. We have snapshot jotter week in November and April which then goes home to parents for review and comment. Parents are encouraged to assist their children with Home Learning and are given information on what their child is learning through termly newsletters. Opportunities are made whenever possible to link topics/IDL and school work to activities and organisations within the local community, and parent volunteers often assist on school trips. We encourage parents as partners to support links with learning wherever we can.

Date of last review and reprint: June 2023 Will be reviewed annually and updated where required.

Leadership Equity Achieving Resilience Nurture