



Chellaston Infant School
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TEACHING, LEARNING AND ASSESSMENT POLICY

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October 2020

MISSION STATEMENT

At Chellaston Infant School we believe that everyone will reach their full potential in a safe, fun and happy environment which promotes independence, self worth and excellence. Everyone is a learner whose values are respected.

Come In Succeed

INTRODUCTION

As an Infant School we have the vital role of establishing positive attitudes to learning which will hopefully endure throughout a child's school career and into adult life. It is our role to teach skills and attitudes which will allow children to become actively involved in their own learning; we should teach children "how" to learn as well as deciding with them what they learn. It is important therefore that we also assist children in establishing a positive work ethic from the start and the realisation that attitudes such as perseverance and determination can lead to rewarding and gratifying results.

RATIONALE

The purpose of this policy is to ensure that everyone involved in children's learning at Chellaston Infant School share the ethos described above and are clear about ways to promote this positive approach on a daily basis. This policy serves to provide guidance to practitioners and stake holders and to publicly state our commitment to the personal development of pupils and staff alike.

AIMS

At Chellaston Infant School with high quality teaching we aim to develop children who are:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

EFFECTIVE LEARNING

We aim to develop strategies that will allow children to learn in ways that best suit them and in ways that suit the task or knowledge/skill to be learnt.

The following approaches are widely used at Chellaston Infant School:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Paired work;
- Independent work;
- Whole class work;
- Asking and answering questions;
- Using ICT;
- Visits to places of educational interest;
- Debates, role play and presentations;
- Creative activities;
- Drama, hot seating and musical activities;
- Visitors e.g. storytellers;
- Designing and making things;
- Participation in physical activity;
- A multi sensory approach;
- Reflection.

We encourage children to take responsibility for their own learning. We encourage them to be involved in reviewing the way they learn and to reflect on how they learn, what makes it difficult and what helps them to learn. We actively support the children to contribute their ideas in order to ensure that personalised learning is a priority at Chellaston Infants. We also involve children in self review and peer review of their work so that they can identify what they have achieved and the next steps in their learning.

EFFECTIVE TEACHING

When teaching we focus on motivating the children and building on the skills, knowledge and understanding that they already have. There are a number of prerequisites for effective teaching, some of which are essential for all lessons with all children and others which are important for particular tasks or specific ages/abilities of children. These are listed below:

- Thorough preparation;
- Shared learning objectives which are understood by the pupils;
- An atmosphere where children are prepared to take risks;
- Innovative teaching;
- Lessons where children's previous learning and interests are built upon;
- Opportunities to review and reflect on the learning that has taken place;
- Clear expectations of what the children are expected to have achieved by the end of the session;
- Open-ended, thought-provoking, challenging questions;
- Support for the learning of pupils with different abilities;
- Appropriate pace for the lesson;
- Collaborative talk, exploration, investigation, prediction, questioning;
- Opportunities to develop understanding through active, practical, firsthand experience;
- Thinking time;
- Developmental feedback and constructive criticism of children's work;
- A planned programme of educational visits.

Teaching should be based on knowledge of the children's level of attainment. We strive to ensure that all tasks set are appropriate to each child's level of ability.

PLANNING

Teachers plan for children's learning using the National curriculum and our skills-based curriculum document. Our creative skills-based curriculum provides opportunities to learn transferable skills alongside subject specific knowledge. In Key Stage One, the areas of learning we focus on are:

- Understanding the Arts
- Historical, Geographical and Social Understanding
- Understanding Physical Development, Health and Well-Being
- Science
- Computing
- Religious Education

Please see the curriculum skills document, PSHE Jigsaw and RE Jigsaw schemes of work for more information.

In the Foundation stage we plan for the children's learning using the Early Years Foundation Stage Curriculum which is organised into seven areas of learning.

The areas of learning in the Early Years Foundation Stage are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy (separated into reading and writing)
- Mathematics (separated into number and shape, space and measure)
- Understanding of the World
- Expressive Art and Design

We are committed to ensuring the interests of the children are paramount in our planning and topics will continue to be relevant and to deliver the aims outlined in this policy.

CONTINUITY AND PROGRESSION

Teachers plan in year groups to ensure continuity across the classes and to provide opportunities to allow all children to make progress. Each child's progress is tracked and discussed during Pupil Progress Meetings (PPMS – see paragraph below) to highlight any children who have made more than or less than the expected progress.

PPA ARRANGEMENTS

The school ensures that provision is in place for pupils to continue to receive high quality teaching whilst teachers are released one afternoon each week for Planning, Preparation and Assessment Time. Teachers are released in year groups and encouraged to discuss planning and plan together.

HEALTH, SAFETY AND RISK ASSESSMENT

Activities are planned with due regard to our Health & Safety policy. Risk assessments are undertaken as appropriate, and kept in the Health & Safety file.

OUR ENVIRONMENT

We strive to make our classrooms and communal areas attractive learning environments. Classroom displays are changed regularly and aim to be interactive. They are used for a range of purposes to support current learning as follows:

- Engaging pupils in learning – interactive display, questions, success criteria;
- Providing support to enable learning to take place – word lists, number lines etc;
- Keeping learning in mind – Key ideas, Learn 2 Learn themes, topic links;
- Raising expectations – setting targets, objectives, questions;
- Celebrating success – displaying good work, pupils photographs and certificates;
- Clarifying routines – timetables, labelled resources;
- Encouraging independence – word banks and charts, labelled resources.

ASSESSMENT, RECORDING AND REPORTING

We believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Our children are involved in the assessment of their own progress as soon as possible in order to encourage independent learning.

PLANNING FOR ASSESSMENT

Our policy affects daily practice by being integral to the planning cycle. Assessment opportunities or activities are built into the learning experience of the children. Both verbal and written information gained is then used to inform further planning.

Long term curriculum plans are detailed in each subject area and meet the requirements of the National Curriculum (NC) and the Early Years Foundation Stage (EYFS).

Medium term planning is then completed in year groups each half term for English, Maths and curriculum topics. Medium term planning includes opportunities and activities for assessment. Subject provision is evaluated following each half term's topic through teacher evaluations for English and Maths and through year group evaluations for all other areas. These are shared with subject leaders and any necessary actions taken. Short term plans are completed weekly by each teacher and are found in the teachers planning file.

Weekly year group meetings of teachers and TAs are held during PPA time. Issues arising are noted and shared with the senior leadership team (SLT) and subject leaders where appropriate.

All subject areas have assessment records that teachers complete on an on-going basis. These can be found in the teacher's curriculum document and the assessment folder; these provide valuable information towards end of term and end of year summative assessments.

METHODS OF ASSESSMENT

A variety of methods are used, including formative*, summative* and diagnostic* assessment strategies. As a school we have agreed an approach which underpins these key principles – effective assessment should:

- involve the learner
- meet individual pupil needs
- be an integral part of the learning process
- recognise the breadth of achievement for all pupils
- be on-going, manageable and useful

*formative assessment - designed to provide learners with feedback on progress and inform future planning, it may not contribute to the overall assessment.

*summative assessment - provides a measure of achievement in terms of a learner's performance in relation to the intended learning outcomes.

*diagnostic assessment - provides an indicator of a learner's readiness to learn and identifies possible learning problems.

KEEPING EVIDENCE

The term assessment covers activities through which teachers and other involved adults (Teaching Assistants (TA's) Special Educational Needs Co-ordinator (SENCO), and Initial Teacher Training (ITT) students) make judgments about children's progress and attainment. These adults draw upon strategies such as:

- observation
- questioning
- discussion
- marking of work (see APPENDIX 1)
- specific assessment materials (EYFS, SATs)
- samples of work
- target setting (See target section below)

TARGETS

All pupils receive individual targets for reading, writing and numeracy. These targets are set, evaluated and re-set every term. The assessment of these individual targets is an integral part of our annual assessment cycle. These targets are progressive from Foundation Stage through to Year Two.

TRACKING

Key Stage 1: We use an electronic school based tracking system to store, collate and evaluate summative pupil assessments. Progress is assessed throughout key points in the year. End of year assessments are reported onto our tracking system which relate to whether the child is meeting age-related pupil expectations, exceeding those expectations or highlighting that they have not yet reached those expectations. Such assessment data is invaluable in identifying and targeting intervention for children who may not be progressing at the expected level and examining the effectiveness of such interventions. The value-added aspects of children's progress can also be explored and there is the flexibility to enter other criteria for sorting which the school may require.

Foundation Stage2: Progress of Foundation Stage pupils is recorded in October, December, April and July within an electronic tracking system. Termly assessments are based on progress in Development Matters months and stages.

PUPIL PROGRESS MEETINGS (PPMs)

During PPMs the class teacher and year group leader meet to discuss the progress of individual children within their class. Tracking data is an essential element to these meetings as it gives the opportunity to identify pupils who are either exceeding expected progress or not meeting expected progress. Tracking data can show whether progress is as expected or whether there has been a 'dip' in a pupil performance; this can support the class teacher in identifying the best form of intervention for the pupil in order to have a maximum impact. PPMs are held every term.

ASSESSMENT IN THE FOUNDATION STAGE

During the first half term, children are assessed in basic skills and records from pre-school providers used to help inform staff of abilities in different areas. An age appropriate language development programme will also be used for those children whose speech and language development is raising concerns; concerns may be raised by school staff or the child's parents themselves. The information gathered aids teachers planning and grouping in order to ensure that children's needs are fully met. Children are also assessed against Characteristics of Learning – playing and exploring, active learning and creating and thinking critically. A record of children's development across all of these areas provides a picture of the whole child at the end of the foundation stage.

ASSESSMENT IN KEY STAGE 1

Throughout Years 1 and 2 children are assessed against descriptors which relate to whether your child is meeting age-related pupil expectations, exceeding those expectations or highlighting that they have not yet reached those expectations. They are assessed in:

- English
- Maths
- Science

At the end of the Key Stage children are given an overall grade on a scale of 1, 2 or 3 using a combination of SATs and teacher assessment. (See Reporting to Parents section below)

Feedback (see Appendix 1)

RECORDING

Recording needs to be ongoing, manageable and useful. At Chellaston Infant School the purpose of recording is to:

- Help teachers monitor children's progress
- Recognise achievement and celebrate this with the child. This can be achieved through target setting and our 'good work' assembly.
- Aid memory: we cannot remember everything so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc.
- Note strengths and weaknesses
- Document evidence
- Inform planning
- Form a basis for reporting to:
 - Children
 - Parents
 - Other schools
 - LA
 - Government
- Provide a summary for discussion, and informs verbal and written reports

INDIVIDUAL RECORDS

Foundation Stage pupils have individual learning journeys where observation information is kept.

Individual records are kept for each child showing progress in Literacy and Numeracy and giving assessments. These are passed on if a child moves school or as the child moves between year groups. Final assessments made at the end of KS1 in Year 2 are passed onto the Junior school.

Teachers also have "on-going assessment records" for each subject area in their assessment sections of their curriculum planning document. Children's understanding of the key objectives is shown by highlighting those children not achieving or exceeding learning objectives. It is assumed those children not named are meeting the learning objectives listed.

- At least termly, SEND concerns are reviewed and Primary Area of Need (PANs) are completed as appropriate following the code of practice. Some children's PANs may be reviewed more regularly, particularly those receiving intensive support.
- Reading books are recorded in children's individual Reading Record Books including space for teachers and parents' comments.

REPORTING TO PARENTS

We use a WORD-based reporting format to produce our annual reports to parents.

Pupil attainment in the Foundation Stage is compared to the expectations for their year group. Attainment is shown in the following bands:

Exceeding (EXC):	Pupils are exceeding the expectations of the Early Learning Goals.
Expected (E):	Pupils are meeting expected levels of the Early Learning Goals.
Emerging (EM):	Pupils are not yet reaching expected levels of the Early Learning Goals.

Pupil attainment in Key Stage 1 is compared to the expectations for their year group. Attainment is shown in the following bands:

Greater Depth (GD):	Pupils who demonstrate a deeper understanding of their learning within their year group curriculum.
Expected (E):	Pupils who are working with an expected understanding within their year group curriculum.
Working Towards (WT):	Pupils working within the age-appropriate curriculum, but who have not yet secured all the expected learning for their year group.
Below (B):	Pupils who are not yet working within an age-appropriate curriculum.

Our Key Stage 1 reports are written using the curriculum planning document, and our Foundation Stage reports are written using the seven areas of learning identified in the Early Years Foundation Stage Profile. Our agreed format for the reports also includes personalised comments from the class teachers and Headteacher or Deputy Headteacher. Targets are set for the coming year in English, Maths and Science. For Year 2 children, the end of Key Stage 1 SAT results are included in the report.

Parents have the opportunity to make written comments on the slip provided and an opportunity to discuss the contents of the report through appointments for parent/teacher consultation.

There are three formal consultations each year:

- Early September - 'Meet the Teacher'/Open Evening; an informal opportunity for children and parents to look at work from their current class and meet their new teacher.
- October – Timed private appointments to discuss progress.
- February – Timed private appointments to discuss progress.
- July –Following reports, parents are offered another opportunity to discuss reports and their child's progress.

Many informal discussions also take place between parents and teachers before and after school and extra appointments can always be made if necessary. The Headteacher and Deputy Headteacher are also available to parents by phone or for informal discussions and appointments.

Parents are informed of SEND progress in review meetings with the class teacher and SENCO (if appropriate) and have copies of the PAN's. Those on School Action Plus and above can also meet the Educational Psychologist to discuss progress.

MONITORING AND EVALUATION

The monitoring of all aspects of teaching, learning and assessment is carried out by the Head Teacher, Senior Leadership Team and curriculum teams through a number of on-going activities including:

- Book reviews each term.
- Rigorous in school analysis of class and year group data.
- Informal and formal learning walks by senior leaders and curriculum teams.
- External validations of judgements by our academy trust and visiting Headteachers.
- Monitoring conducted by curriculum teams.
- Lesson observations.
- Moderation meetings.
- Pupil progress meetings held half termly.

ROLE OF GOVERNORS

Governors agree, support, monitor and review the school's policies on teaching, learning and assessment. In particular they:

- Support the use of teaching and learning strategies by allocating resources effectively;
- Monitor the impact of teaching, learning and assessment on raising pupil attainment;
- Monitor teaching and learning strategies in light of health and safety regulations;
- Monitor the effectiveness of teaching, learning and assessment through the school self-review processes including the Headteacher's report to governors and an overview of in-service training sessions attended by staff.
- Ensure the school building and premises are effective in supporting successful teaching and learning;
- Ensure staff development and performance management policies promote good teaching, learning and assessment.

ROLE OF PARENTS

At Chellaston Infant School we believe parents have a vital role in supporting their children's learning and our aim is that teachers, parents and children work closely together to enable effective learning to take place. The following systems are in place which contributes to this:

- An induction meeting for parents of new Foundation Stage pupils where systems, procedures and an overview of teaching and learning at our school are explained;
- A home –school agreement which clearly sets out the duties and responsibilities of home and school;
- Termly parents' evenings where parents can discuss their child's progress with the class teacher;
- Annual Parents' meetings to explain the teaching of the basic skills of reading, writing and mathematics;
- Homework tasks which parents can share with their children at home;
- An annual written report outlining children's progress and achievements.

Parents are reminded of the importance of ensuring their children attend school regularly. They are

asked to inform school of any absence on the first day. Parents are also asked to endeavour to take holidays during the prescribed holiday times so that their child's progress is not affected.

EQUAL OPPORTUNITIES AND INCLUSION

We ensure that all pupils have equal access to a broad and balanced curriculum regardless of age, gender, race and ability. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

This policy will be reviewed annually. The school is aware of the need to review the teaching, learning and assessment policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Agreed by Staff: October 2020

Agreed by Governors: October 2020

Policy Review Date: October 2021

APPENDIX 1:

Feedback

We have an agreed whole school approach to feedback and marking which is consistent and fair for all children. Work is, whenever possible marked in the presence of the child as it is completed and may involve oral and written comments depending on the age and ability of the child involved.

Praise and encouragement are given immediately and attention is drawn to how work may be improved or developed in the light of learning targets for that child. During teaching time, children may be reminded of class or group targets and their progress towards achieving them e.g. remembering capital letters. Praise and rewards will be given when such targets are achieved.

Written comments are kept brief and positive and appropriate for the child to read independently. However, we also accept that at times, for some children, it may be necessary to have a constructive comment. This is a relevant part of that child's development and target setting cycle e.g. 'do not rush your work' or 'you must finish more quickly'. Such comments need to be used sparingly to be effective, so a careful check needs to be made by the teacher. Other strategies must be employed if work does not improve e.g. involvement of other staff/Head/parents.

Good practice in marking children's work will contain reference to the child's learning outcome / achievement against the learning objective and a suggestion for how the child's work may improve next time*. It is important to remember that objective-led marking in curriculum subjects other than English should however, not be to the exclusion of comments that may be necessary regarding a child's effort, handwriting, and grammar etc. although the child's understanding of the concepts involved may be uppermost.

* "Well done xxxxxx you remembered full stops, next time make sure you follow a full stop with a capital letter."

* "Super xxxxx, you can label the parts of a flower. Can you make sure that you write clearly?"

WHOLE SCHOOL

AL	(Adult Led) To show that the child worked with an adult.
V	(Verbal) To show verbal feedback was given.
S	(Supported) To show work was supported by an adult.
I	(Independent) To show that work was completed independently.
Adult or child writes "I can..." (objective for that piece of work)	When appropriate, the child writes the objective for that piece of work. Teacher marks the work against that objective, saying for example 'Yes, you can' or 'You need to practise this some more'

SELF ASSESSMENT

Children assess their own work (linked to the objective) and the teacher can comment whether the self-assessment is appropriate.

	Red – I didn't understand this work.
	Amber – I need some help/more practise with this work.
	Green – I understand this work.

FOUNDATION STAGE

Feedback technique	Purpose
Tick with/without comment	Shows teacher has seen work and talked about it with child (all work).
Drawn smiley face with/without comment	To show good level achieved, for effort and improvements made by child (used frequently) NB A sad face may sometimes be used when a child has not reached the required level, especially when effort and concentration have been poor.
Sticker given to child or placed on work	To show a good piece of work, reward effort and improvements.
Name written on board	Acknowledgement for specific good work or behaviour.
Rubber stamp with comments e.g. good, brilliant, great work etc	To show a good piece of work, reward effort and improvements.

Smiley sticker from Headteacher	Acknowledgement for outstanding/ exceptional work.
Children use thumbs up or down as self-assessment against specific criteria set by the teacher	To show the teacher whether the children think they have achieved the learning outcomes of the lesson/activity.

In Maths, ticks show correct work and a dot or underlined answer is used to draw attention to work needing to be checked and corrected.

Evidence annotated with AL = Adult Led, AD = Adult Directed, CI = Child initiated

YEAR 1

In addition to the feedback the children have become familiar with in the foundation stage the following techniques will be used:

Feedback technique	Purpose
Tick with/without comment	Shows teacher has seen work and talked about it with child (all work).
Drawn smiley face with/without comment	To show good level achieved, for effort and improvements made by child (used frequently) NB A sad face may sometimes be used when a child has not reached the required level, especially when effort and concentration have been poor.
Specific targets set e.g. using capitals and full stops	To give individual children a target to work towards with a specific piece of work.
Correct use of targeted area marked with a tick or smiley face	To identify specific points throughout the work where a child has met their set target.
Words ticked	Shows correct use of interesting words/ phrases or good effort in independent spelling.

Particular targets are always made explicit before work is completed using WALT (We Are Learning To) and WILF (What I'm Looking For). Written comments should reflect the child's achievement towards set targets.

Rereading and checking work is built into the routine.

YEAR 2

In addition to the marking feedback the children have become familiar with in the foundation stage and Year1 the following techniques will be used:

Feedback technique	Purpose
Tick with/without comment	Shows teacher has seen work and talked about it with child (all work).
Drawn smiley face with/without comment	To show good level achieved, for effort and improvements made by child (used frequently) NB A sad face may sometimes be used when a child has not reached the required level, especially when effort and concentration have been poor.
Children indicate their assessment of their achievement by drawing a smiley face (I'm pleased with my achievements), wobbly face (I'm unsure of my achievements) or sad face (I'm not happy with my achievement)	Children show understanding of what they are trying to achieve and their own evaluation of whether they feel they met the set target.
Children indicate their assessment of their achievement by colouring a red (I'm not happy with my achievement), amber (I'm unsure of my achievements) or green (I'm pleased with my achievements) dot	as above

Involving the learner enhances the learning process and constitutes effective, good practice. Clear, appropriate and meaningful targets, which the child understands, will ensure more effective learning and achievement. Children should be made aware of the objectives for each lesson and their own learning targets and the expectations of the teacher. Together targets are set and reviewed and children have greater understanding of how they can improve their work.

APPENDIX 2: ASSESSMENTS USED

Reception

- After six weeks in school children are given a baseline score.

- Observations, samples of work and formal observation records completed to show coverage of objectives in EYFS areas:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- English (separated into reading and writing)
- Mathematics (separated into number and shape, space and measure)
- Understanding of the World
- Expressive Art and Design

Phonics – specific phonic assessments as children taught to hear, identify and use initial phonemes and consonant blends following the scheme.

- Early Reading Skills – through phonics activities, literacy activities, guided reading and using reading scheme books.
- Letters and Sounds Phonic Phase assessments.
- Teacher Assessment – end of Foundation Stage year.
- Termly individual targets
- Sample of English written work July

Year 1 / 2

- Continuous teacher assessment against objectives for each lesson or sequence of lessons.
- Letters and Sounds Phonic Phases assessments – materials used in activities to check phonic progress
- National English Programme of study for Year 1/2– Appendix 1 list words introduced over time and checked termly for ability to read and write independently.
- SEND – Progress reviewed half-termly, new children may be included as necessary and existing targets modified or extended.
- End of Year 1 – internal targets.
- End of Key Stage 1 – SATs. Tasks and Tests used to aid Teacher Assessment
- Science: teacher assessment using professional judgement informed by previous Year 2 work.
- Teacher assessment made against National Curriculum descriptors for other foundation subjects
- Termly individual targets
- Sample of English written work – half termly.
- Curriculum Coverage – on-going assessment records completed termly.

APPENDIX 3: TEACHERS PLANNING FILES SHOULD CONTAIN:

RECEPTION

- Weekly plans which includes all areas of learning (evaluation on reverse).
- Medium Term Plans (MTPs) for all areas of learning.
- Outdoor Learning plan.

YEAR 1 & 2

- Weekly Mathematics planning sheet (evaluation on reverse)
- Weekly English planning sheet (evaluation on reverse)
- Weekly topic planning sheet and evaluation
- Medium term planning for Literacy, Numeracy and topic
- Medium term planning for RE, PSHE/RSE, PE and Music

APPENDIX 4: TEACHERS ASSESSMENT FILES SHOULD CONTAIN:

RECEPTION

Individual evidence folders contain:

- Learning Journey containing observations and photographs.
- Samples of work.
- Record of termly individual targets
- FSP assessment scale sheet.

YEAR 1 & 2

- Curriculum Planning document with assessments completed
- Assessment records and evidence for all children
- Copies of termly individual targets given to children