Amble Links First School Policy for Teaching, Learning and Assessment



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Responsible Governor: Strategic Policy and Direction Committee

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1. In line with the school's vision, the principles of teaching, learning and assessment at Amble Links First School will focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. These principles will assist whole-school planning and individual classroom practice. This policy will support the essential need to ensure that there is a shared understanding of the school principles across the school community and that there is a collaborative effort to implement these principles in ways appropriate to the specific school cohort.

Appendix 1 sets out more specific details about our school approaches that lead to effective teaching and learning.

- 2. The learning environment created at Amble Links will be supportive and productive in promoting independence, interdependence and self-motivation. Teachers will build positive relationships with, and value each pupil. Through teacher modelling and classroom strategies based on cooperation and mutual support, an environment will be created where pupils feel comfortable to pursue inquiries and express themselves. Pupils will follow the schools guiding principles of Respect, Reasoning, Resourcefulness, Responsibility, Resilience and Reflectiveness which incorporates taking responsibility for their learning and being prepared to pursue and try out new ideas.
- 3. We strongly encourage our pupils to be independent at all opportunities in order for them to develop resilience. Where pupils are unsure of something they are consistently encouraged to follow the 5 B's approach(Brain, Board, Book, Buddy, Boss) as a strategy to solve problems for themselves.
- 4. Teacher questioning will be open-ended and designed to promote depth and breadth of knowledge and understanding. Teachers will provide pupils with questions or challenges as the impetus for learning and encourage and support pupils to construct their own responses to such questions. **Appendix 2** gives further guidance on this.
- 5. Teaching will develop not only knowledge but ways of reasoning with evidence and the skills needed to successfully solve problems. Challenging tasks using the Bloom's Revised Taxonomy guidelines and principles will be considered when planning activities to allow for multiple entry points and to develop higher order thinking skills such as synthesis, interpretation, analysis, evaluation etc. (**Appendix 3**)
- 6. A judgement about whether teaching is effective will be checked against Teacher Standards and the progress being made by pupils.
- 7. At Amble Links it is expected that teachers have a deep knowledge of the curriculum they teach. As well as a strong understanding of the material being taught, teachers are also expected to understand the ways pupils' think about the content, evaluate the thinking behind pupils' own methods, and identify pupils' common misconceptions. Teachers will understand that pupils develop at different rates and also learn new ideas more or less quickly and that they should be provided with the time, conditions and encouragement they need to learn in stimulating ways, and be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.
- 8. Planning indicates the learning objective for each lesson. The learning objective makes it clear the knowledge and skill to be mastered within the lesson. This objective will usually be shown on a sticker at the top of each pupil's work.

To develop mastery, pupils will be expected to acquire component skills, practice integrating them, and know when to apply what they have learned. Pupils will develop not only the component skills and knowledge necessary to perform complex tasks, they will also practice combining and integrating them to develop greater fluency and automaticity. Pupils will be challenged and supported to develop deep levels of thinking and application. Learning tasks will be designed to encourage and support pupils to move beyond their current understanding and think more deeply about ideas and practice. Activities will be consistent with pupils' maturity and are designed to engage both their interest and challenge them to succeed. It will be made clear to pupils what is expected of them, what they are trying to learn and why. Teachers will enhance motivation and purposeful learning by making clear to pupils the long-term outcomes expected from their learning by explicitly naming the subject they are learning (eg. History) and discussing jobs/roles that could be linked to the subject.

- 9. At Amble Links First School it is acknowledged that assessment practices are an integral part of teaching and learning. The primary purpose for assessment is to improve learning. Assessment provides all learners with the capacity to demonstrate what they know, understand, apply and value and provides teachers with information that will improve learning. One of the principal functions of our assessment system is to identify pupils at risk of falling behind in terms of achievement.
- 10. Our assessments are clearly linked to target setting for individual pupils, groups and cohorts. Although pupils leave Amble Links at the end of Year 4 school we acknowledge the need to ensure that pupils are on track to reach at least the national standard by the end of Key Sage 2. We are therefore working towards the target that at least 85% of pupils will attain 100+ score at the end of KS2.
- 11. To achieve this, assessment will contribute to planning at a number of levels. Monitoring of pupils' learning will be continuous and encompass a variety of aspects of understanding and practice. Assessment criteria will be explicit and feedback designed to support pupils' further learning and encourage them to monitor and take responsibility for their own learning. We have a separate policy for feedback and marking.
- 12. The assessment system will enable teachers and school leaders to understand current and past pupil achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School-wide evaluation processes will enable school leaders and teachers to use all assessment information to better understand and improve pupils' learning.
- 13. At Amble Links we value the partnership role our parents have within the wider lifelong learning arena. Assessments will ensure that pupil progress and attainment is reported to parents in a useful and meaningful way that allows parents to play a full part in their children's learning; this includes the effective use of homework.
- 14. Assessments will arise naturally out of the teaching and intended learning of the curriculum (see paragraph 7 above). They will be carefully constructed to enable judgements to be made about pupils' progress in ways that contribute to on-going learning.

15. How assessment information is collected, when it is collected and how it is recorded:

Formative Assessment

As a matter of course, teachers assess pupils' learning throughout all lessons. This is done in a range of ways including observation, discussion with pupils, questioning, marking, quizzes and scanning of work. This helps pupils to measure their learning and understanding against learning objective and identify where they need to target their next efforts to improve. It allows teachers to understand pupils' performance on a continuing basis; to identify pupils who are struggling and when they have consolidated learning and when they are ready to progress. This allows teachers to provide appropriate support or extension as necessary. Formative assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. These assessments are completed on an ongoing basis and may be seen through annotated teacher planning, observation notes, feedback in pupils' books and through self/peer marking. 'Cold' Writing tasks are used at the start of English units of work and specifically designed tests at the start and end of maths units of work are used to identify individual and class areas for improvement.

Summative Assessment

National standardised summative assessment includes the National Curriculum teacher assessments at the end of Key Stage 1. These assessments provide pupils with information about how well they have learned and understood a topic taught over time and can be used to provide feedback on how they can improve. It enables teachers to evaluate pupil learning at the end of a unit of work and the impact of their own teaching and will help teachers plan for subsequent learning. In-school summative assessments will also allow school staff and leaders to monitor the performance of pupil cohorts and identify where interventions may be required to ensure pupils make sufficient progress and expected attainment. Summative assessments can also be used to report to parents about achievement and progress.

The school will collect summative data on a termly basis using assessment information from testing in the form of 'Rising Stars' and school designed maths tests as well as evidence collated from ongoing teacher assessments. This data is analysed and will allow for early identification of groups or individuals that may be at risk of falling behind their peers. Teachers analyse the data at group and question level allowing them to plan more effectively in addressing areas identified as being weaker.

On a termly basis, teachers submit a predicted level for each child as to whether they are expected to reach an working towards, expected or greater depth level of attainment against the age appropriate curriculum at the end of the academic year.

Nationally standardised summative assessments provide information on how pupils, and the school, are performing in comparison to pupils and other schools nationally. This allows the school to understand national expectations and assess performance in a broader context. At Amble Links First School these assessments are completed by all Year 2 pupils in the form of National Curriculum Teacher Assessments at the End of Key Stage 1, Year 1 Phonics test and Early Years Profile scores.

16. Pupils will have the opportunity to engage as fully as possible in the teaching, learning and assessment process, learners need to be able to connect new experiences to what they already know and can do. Therefore, learning experiences will be meaningful and involve pupils in both *doing* and *reflecting*. As part of the reflective process, pupils will be helped to make connections between apparently unrelated ideas and experiences and different areas of knowledge. They will learn to carry out relevant actions (do, imitate, plan, experiment, test, create, rehearse, make, choose, try alternatives) and reflect upon and make sense of the results of those actions (What does this mean? Why did that happen? Am I surprised by this answer? Does it make sense? How is this problem like others I have seen before? What worked? Why? How does this connect with other learning? Are these ideas related?). Teachers will emphasise the interconnectedness of knowledge, skills and values, both within and across different learning areas.

Moderation of teacher judgements

17. Moderation of teacher judgements will be an important component of our assessment system. There will be two broad purposes of moderation, 'Moderation for Learning' and 'Moderation for Reporting'. The two purposes of moderation will be complementary and one can be used to support the other.

- Moderation for Learning will support teachers within and across school/schools in developing a shared
 understanding of pupils' learning and shared expectations of pupil performance. It is closely aligned with the
 formative purposes of assessment.
- *Moderation for Reporting* will enable teachers to develop consistent judgements of pupil performance and will be closely aligned with the summative purposes of assessment.

Moderation for learning will focus on teachers working together to reach an in-depth understanding of their pupils' learning relative to a broader group of pupils. This broader group may be pupils who are in the same year or pupils from across year groups. Focussing the moderation process on learning will support teachers in refining their understandings of what their pupils know and what they need to learn next. Because moderation for learning is concerned with understanding learning at different depths of knowledge and understanding, it will be very difficult

to ensure teachers' judgements are highly comparable therefore teacher time will be used in analysing the different features of pupils' work and what that means for learning.

Moderation for reporting will focus on those aspects of assessment where the school is required to be accountable for performance e.g. attainment at the end of the early years, phonics and end of Key Stage 1 and year on year progress. In order to accurately measure this progress it is important that teacher judgements are comparable. When undertaking moderation for reporting purposes, the emphasis is on broad classifications of pupil performance (e.g. reporting performance in terms of achieving the standard), and ensuring teachers have consistent interpretations of these broad classification. At Amble Links First School as well as clear reference to 'The interim teacher assessment frameworks the end of Key Stage 1' use will be made of the Chris Quigley 'Essential Milestones' to support judgements.

Regular in-school moderation of pupils' work will take place. This will give teachers opportunities for professional discussion around the judgements that they have made about pupils' learning against the current curriculum they are working on for their age. Accurate judgements on whether children are demonstrating basic, secure or deep understanding of the curriculum can be made by scrutinising and comparing pupils' work as well as comparing other evidence. Whole school foundation subject portfolios of work are also used to collate evidence of assessments made in these subjects.

Moderation will take place between schools in the Coquet Partnership with a specific focus on a given area of the curriculum. Other moderation will take place with other partner schools using a similar system of assessment; this may include moderation of examples of work given one particular 'grade' by teachers eg. Year 2 place value work where a child has been graded to have 'deep' understanding.

APPENDIX 1

What does good teaching look like at Amble Links?

At Amble Links all staff aim to ensure that their teaching includes appropriate combinations of the following elements to ensure that all learners make good progress:

- Planning that is appropriate to the needs of all pupils and is amended to meet the ever changing needs of the class in response to ongoing assessment
- High expectations of all pupils regardless of their ability
- Clear explanations
- Vigorous pace
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner (Visual-Auditory-Kinaesthetic)
- Teachers show secure subject knowledge across all areas
- · An exciting, enthusiastic approach to learning which inspires, motivates and engages our children
- Clear focus through explicit learning intentions and success criteria, which identify what learners' need to understand and be able to do in order to achieve
- Good use of teaching assistants and resources to support the children's learning.
- Positive behaviour management strategies that motivate and encourage pupils to respond appropriately and help create a climate for learning
- Opportunities for self-evaluation and reflection throughout the session
- A consistent approach in line with whole school policies and procedures
- · Each and every child makes good progress in their learning, regardless of ability
- A relaxed yet purposeful learning environment
- Learning is linked to pupils' prior skills, knowledge and understanding
- The effective use of a range of effective questioning e.g. open and closed questions.
- Pupils encouraged to generate their own questions
- Information presented in short chunks, enabling pupils to maintain their concentration
- · Good interaction and communication between children as well as adults and children
- Creative ideas are valued and actively encouraged
- High quality marking and feedback in a variety of forms ensures all children know how to improve their work further
- · Appropriate, well prepared resources that engage the children in their learning

What does good learning look like at Amble Links?

We challenge and encourage all of our staff and pupils to be good learners. A good learner is someone who:

- · Asks questions
- Is interested
- Joins in
- Doesn't give up if it is too difficult
- Has excited eyes
- Gives others a chance to talk
- Is kind and helps others
- Appropriately asks for help
- Tries different ways to solve a problem
- Takes pride in their work
- Understands that everyone makes mistakes some times

- · Co- operates with others
- Takes a risk and 'has a go'
- · Doesn't shout out or butt in
- Enjoys learning
- · Checks they have understood
- · Can explain their thinking
- Listens and respects what others think
- · Shares ideas
- Works hard
- Finds learning fun

We expect excellent presentation of all pupils' work and have a separate policy for this.

The Learning Environment

At Amble Links we know that a positive learning environment sets the climate for learning and enables all children to access the curriculum. It is our aim that every space in school should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication between home and school
- Be vocabulary rich with effective use of Learning Walls.
- · Reflect cultural and racial diversity
- Support and challenge learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT
- Remind children that they are working towards personal goals and targets in their learning
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum.
- Help raise self-esteem and confidence and encourage independence through the use of the 5 B's.
- Be stimulating and thought provoking with the use of interactive displays and resources and different zones within each classroom, which encourage children to explore, investigate and play
- Be warm, comfortable and clean with the provision of suitable, functional furniture and fittings
- · Create an environment where children feel they belong and can foster a sense of pride within it
- · Be safe and hazard free, both emotionally and physically
- Encourage co-operative and collaborative learning and good working relationships, through the flexible use of space and the ability to adapt to whole class, group and individual learning
- Promote an appropriate atmosphere for learning that reflects the school's vision and policies for Marking and Feedback; Display; and Behaviour
- Be well organised and uncluttered, using available space to best advantage

Effective Teaching and Learning

In order to facilitate good teaching and learning as a school we commit to:

- Getting to know, value and have consistent high expectations of every pupil, irrespective of ability, race, gender, age or achievement
- Having a good understanding of the school curriculum- the skills, concepts, knowledge and attitudes which
 are the goals of the learning process
- Using a suitable range of organisational strategies and teaching methods to establish a positive learning environment
- Maintaining good discipline based on mutual respect, in line with our School Vision and Behaviour Policy
- Using a cross curricular approach to broaden and deepen learning
- Using long term curriculum plans to guide our teaching that detail what is to be taught in each year group
- Ensuring our medium and short term planning:
 - follows the agreed school format
 - is shared with the Teaching Assistants linked to each class
 - includes information about tasks to be set, resources needed, the way children will be grouped;
 - · is evaluated to inform future planning.
- Having clear learning intentions which are shared with and understood by the children (learning/success criteria)
- Using a range of organisational strategies and teaching methods to suit
- Employing a range of different learning styles e.g. visual, auditory and kinaesthetic (VAK)
- Organising human and physical resources effectively;
- · Making sure that the activities we provide for the children extend their knowledge, skills and understanding
- Being reflective, reviewing the effectiveness of our teaching and monitoring children's progress

DEVELOPING THE DEPTH OF QUESTIONING

				Complexity >>>	·>>>>>>>			
		Is? Does? Present	Did? Has? Was? Past	Can? Possibility	Should? Opinion	Would? Could? Probability	Will? Prediction	Might? Imagination
Complexity >>>	What? Event							
	Where? Place							
	When? Time							
	Which? Choice							
	Who? Person							
	Why ? Reason							
	How? Meaning							

- LOW LEVEL THINKING SKILLS -

LOW LEVEL THINKING SKILL

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Knowledge

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria

Key words:

Choose Observe Show Copy Omit Spell Define Quote State Duplicate Read Tell Find Recall Trace Recite What How Identify When Recognise Label Record Where List Relate Which Listen Remember Who Locate Repeat Why Reproduce Match Write Memorise Retell

Select

Key words:

Δsk Extend Outline Cite Generalise Predict Classify Give exam-Purpose Compare ples Delate Contrast Illustrate Rephrase illustrate Demon-Report Indicate strate Restate Discuss Infer Review Estimate Interpret Show Explain Match Summarise Express Observe Translate

Key words:

Δct Employ Practice **∆dministe** Experiment Relate Apply with Represent Accordate Group Select Build Identify Show Calculate Illustrate Simulate Solve Categorise Interpret Choose Interview Summaris Classify Link Teach Make use of Transfer Connect Construct Manipulate Translate Correlation Model Use Demonstrate Organise Develop Perform Dian Dramatise

Key words:

Analyse Examine Prioritize **Annraise** Find Question Arrange Focus Rank Assumption Function Deacon Breakdown Group Relation-Highlight Categorise ships Cause and In-denth Reorganice effect discussion Research Choose Inference Classify Inspect Select Differences Investigate Separate Discover Isolate Similar to Discriminate List Simplify Dissect Motive Survey Distinction Omit Take part in Distinguish Order Test for Divide Organise Theme

Point out

Key wo

HIGH LEVEL THINKING SKILLS -

∆dant Estimate Plan Add to Experiment Predict Build Extend Produce Change Formulate Propose Choose Happen Reframe Combine Hypothesise Revise Compile **Dewrite** Imagine Compose Improve Simplify Construct Innovate Solve Speculate Convert Integrate Create Invent Substitute Delete Make up Suppose Design Maximise Tabulate Develop Minimise Test Model Theorise Devise Modify Think Discover Transform Discuss Original Elaborate Originate Visualise

Key words:

Agree Disprove Measure Appraise Dispute Opinion Effective Argue Perceive Estimate Darcuada Λεερεε **Award** Evaluate Prioritise Bad Explain Prove Choose Pate Give reasons Compare Good Recommend Conclude Grade Dule on Consider How do we Select Convince know? Support Criteria Importance Test Criticise Infer Useful Influence Validate Dehate Decide Interpret Value Deduct Judge Why Defend Justify Determine Mark

Actions:

Name

Describing Definition Finding Identifying Lahel Listing List Locating Quiz Namine Reproduction Recognising Test Retrieving Workbook Worksheet

Outcomes: Actions:

on

Outcomes:

Summary

Classifying Collection Examples Comparing Exemplifying Explanation Explaining Label Inferring List Outline Interpreting Quiz Paraphrasing Show and tell Summarising

Actions:

Carrying out DEXECUTING DESCRIPTION OF DESCRIPTION DESCRIPTION OF DESCRIPTION OF

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Actions:

Establish

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Comparing

Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey

Actions:

Constructing Advertisement
Designing Film
Devising Media product
Inventing New game
Making Painting
Planning Plan
Producing Project
Song
Story

What changes would you make to solve ...?

Outcomes:

Attributing
Checking
Checking
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Why did ...?

Can you list three ...? Can you recall ...? Can you select ...? How did ___ happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did happen? Where is . . . ? Which one ? Who was ...? Who were the main ?

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use...?
What examples can you find to ...?
How would you solve ______ using what you have learned ...?
How would you organise ______ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?

what would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show.

What facts would you select to show ...?
What questions would you ask in an interview with ...?

Questions:

What are the parts or features of ...? How is related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ? How would you classify ...? How would you categorise ...? Can you identify the difference parts ? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?

Questions:

How would you improve ...? What would happen if ...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt different ? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could you do ...? How would you test...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the ...?

Questions:

Actions:

Do you agree with the actions/outcomes...? What is your opinion of ...? How would you prove/disprove...? Can you assess the value/importance of ...? Would it be better if ? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ? What would you cite to defend the actions...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritise ...? What judgement would you make about ...? Based on what you know, how would you explain...? What information would you use to support the view ...? How would you justify...? What data was used to make the conclu-

Bloom's Taxonomy: Teacher Planning Kit