



NERROLS

# Nerrols Primary School

## Teaching, Learning and Assessment Policy

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<b>Lead reviewer</b>	Senior Teacher
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## Introduction & Aims

### Visions and Values

At Nerrols, we are committed to developing our teachers to give our children the best possible learning experiences. We believe that great teaching and learning is an art. Like other arts – such as painting or writing – those who go on to be the very best in their field do so by studying and practising fundamental skills time and time again. They develop their ‘craft’ so that when they work, they make it look effortless and unremarkable to others. That’s why we also believe that not just anybody can become a great teacher. You wouldn’t give a chisel, a mallet or even a paintbrush to just anybody and expect them to produce a piece of art anywhere near comparable to Michelangelo. Just like we don’t give a class of children to our teachers and expect them to become world-class teachers without support, time, space and, most crucially, the strategies and skills they need.

We know that great teachers come in all different styles. Some are quiet, others are animated. But we also believe that there are a number of important strategies that the greatest teachers use and have in common. These are the strategies that we will be working on tirelessly with our teachers.

To continually improve and adapt the learning of all children at Nerrols Primary school, this Teaching and Learning policy aims to:

- Put the learner at the heart of all that we do, from what we teach to how we teach it.
- Develop a sense of consistency across the school when making decisions about teaching and learning for our pupils.
- Provide our wider community with a greater understanding of how we support learners across the curriculum.

## Teaching – ‘I teach every child’

At Nerrols, our skilled teachers bring our curriculum to life in the classroom for the children they know so well. We recognise that the greatest lever for all children to achieve outstanding outcomes and secure their pathway (to university or another aspirational equivalent) is the day-to-day, classroom teaching they receive. Quite simply – children deserve to have the very best teachers, in every part of their curriculum. We are deliberate in collecting the pedagogical principles which underpin excellent teaching at Nerrols. In doing so, we provide a consistent learning experience for all children throughout the school, reducing variability and enabling children to engage with learning. This approach also supports children’s wellbeing: when expectations and routines are consistent, predictability is ensured and children can focus solely on their learning without having to consider the nuances of different staff and classrooms. We aim for automaticity in our practice for staff and children so that extraneous load is reduced and learning has a strong foundation. Finally, it promotes the development of strong, ‘warm-challenge’ relationships between staff and pupils.

Teachers will have a deep understanding of the individual needs of all pupils in their class. They endeavour to promote good progress from all pupils, be adaptable in their approach and use continuous professional development opportunities to reflect on their own practice.

Subject leaders will use their expertise within a subject to promote creativity and exploration in the way it is taught and analyse the teaching and learning within their subject across the school, including within Nursery. They will support their colleagues and promote the visions and values of Nerrols through their subject. They will also develop ‘at a glance’ documents for their subjects to provide an overview of their subject, including key resources, marking and how to assess within the subject.

Strategic leaders will reflect upon the activities of the subject leaders to identify areas of strength and development across the school. They will reflect upon the impact of teaching, learning and assessment, deploying tools which will promote progress for all learners. The SENDCo will work closely with class teachers in a supportive role, using their knowledge and expertise to adapt practice to meet the needs of all children within the classroom.

Governors will focus on the strategic leadership on the school, providing both support and challenge. They will carry out regular visits to the school and their link classes to review the school’s quality improvement priorities and engage with members of staff across the school.

At Nerrols, we strongly believe that consistency and creativity can work alongside each other to deliver effective teaching, learning and outcomes for our pupils. We ensure our teaching methods reflect our own ethos alongside a wealth of research. We have worked with internal and external colleagues to ensure that the start of our lessons are the best they can be. A strong start to lessons ensures effective use of time and the children to be successful as they take their learning on to more independent approaches.

## A Strong Start to Lessons

In order to utilise curriculum teaching time, and apply research around pedagogy, we ensure every lesson starts with a strong foundation. Across Nerrols Primary School, this has a set of core elements:

# TRANSITIONS

into the classroom or between lessons are quick and orderly

## RETRIEVAL TASK



allows learning to begin immediately

## TASK AND SUCCESS CRITERIA



shared so children know what they need to do to be successful



## KEY VOCABULARY

## EXPLICIT INSTRUCTION



that supports the acquisition of new knowledge

Explicit instruction is a fundamental feature of effective teaching and learning. Teachers take the time to ensure this part of every lesson is well thought through. They will consider:

1

### WORKED EXAMPLES & BACKWARD FADING

- Fully worked to introduce the method or ideas
- Fully worked for reinforcement
- Partially worked for students to finish off
- Cued start for student completion
- Completed independently

2

### BIG PICTURE, SMALL PICTURE

- Set out the big picture
- Zoom in - orientate
- Zoom in and out, step by step
- Rehearse and check for understanding
- Use the zoom in zoom out process routinely

3

### I DO, WE DO, YOU DO - LIVE MODELLING

- Model each stage step by step
- Model how you organise messy thinking
- Review the success or quality of your own work
- Model alternatives and further examples
- Set tasks to emulate the model

4

### SCAFFOLDING

- Map out the components of a task
- Provide supports at a detailed level
- Provide supports at overview level
- Prepare scaffolding sets offering varying levels of support
- Take down the scaffolding

5

### PARTICIPATION RATIO

- Develop routines which involve all children thinking
- Activate their prior learning and connect new ideas to what they already know
- Use of mini-whiteboards during input

## Planning – ‘I plan for every child’

Our ‘planning for every child’ approach is clear in the expectations for all teachers: with an intended and implemented curriculum in place, how teachers enact our curriculum in the classroom is crucial. We plan to enact our curriculum for every child in our class. Our staff are aware of the needs for all children that they teach, consciously building strong relationships and identifying any barriers to achieving their potential. Our ‘I plan for every child’ approach is being responsive to information about learning, then adjusting teaching to better match pupil need. This maintains the highest expectations for all whilst adapting teaching and learning so that all pupils have the opportunity to meet expectations. It also promotes a balance of input of new content, ensuring pupils are able to master important concepts. ‘I plan for every child’ is:

- ✓ everyone’s responsibility in enacting the curriculum
- ✓ supporting all children to achieve excellence
- ✓ understanding that pupils have different starting points, different levels of knowledge and take in information at different paces
- ✓ responsive, identifies gaps & misconceptions and addresses these so that children are ‘keeping up’ not ‘catching up’
- ✓ communicating expectations
- ✓ enabling pupils to invest in their own learning
- ✓ identifying barriers to learning and planning to support pupils to overcome this

We ensure that our ‘I plan for every child’ expectations are firmly embedded so that teaching and learning is consistent, meaningful and our children can thrive.

## Feedback to feed forward – ‘I provide timely feedback to move learning on’

At Nerrols we believe that providing timely and effective feedback is crucial in moving learning on and enabling children to better understand their own progress. ‘Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback ‘free’. Large amounts of time are spent providing pupils with feedback, perhaps not always productively’ (EEF, Teacher Feedback to Improve Pupil Learning, 2021).

As part of our strong starts to lessons, teachers use formative assessment strategies to ensure they are providing high quality instruction at the right level and pace for their children. We understand that effective use of high-quality instruction alongside formative assessment strategies sets clear learning intentions and assesses learning gaps. To do this effectively, teachers will need to judge how and when the formative assessment takes place whilst ensuring the feedback specifically focuses on moving the learning forward (e.g. it is not general or vague). Taken into consideration is also how their pupils receive the feedback. Relationships and trust are key in supporting children to receive feedback that they can understand and be motivated to use opportunities to apply this feedback.

### Strategies for feedback

To ensure feedback remains purposeful and effective, a range of strategies may be deployed in lessons, carefully selected by the class teacher. This could take the form of verbal or written feedback.

At Nerrols we have developed a range of strategies to develop the use of formative assessment, including:

- ✓ Retrieval practice which reviews previous learning, strengthening the connections of key learning points
- ✓ ‘I do, we do, you do’ which enables the teacher to model steps of learning, identify misconceptions early on and adapt teaching in the moment
- ✓ Use of mini whiteboards which allows children to show their thinking in a non-permanent way
- ✓ Verbal, immediate feedback as the learning is taking place, especially with our younger children.

### Feedback for pupils

A part of feeding back to children will also include time spent looking at books. Careful consideration needs to take place regarding when marking is used as a means of feeding back to children, as opposed to verbal ‘in the moment’ feedback.

At Nerrols, we have carefully considered when and what feedback or marking takes place, thinking about the age of the children, the way in which we teach and what the purpose of the marking is. We also believe that all adults working directly with the children should be giving specific feedback, whether verbally or marking in the moment.

When we refer to ‘in the moment’ feedback, this may take the form of identifying areas for improvement which may be verbal feedback in the form of verbally scaffolding how a child could

check their incorrect answers or improve their writing. It could also refer to teachers using adaptive practice to the whole class if noticing common areas which could be addressed straight away.

Across the school subject leaders will use this to build on specific subject feedback, as outlined in their 'at a glance' documents.

### EYFS & KS1

For our youngest learners, we believe that feedback verbally 'in the moment' is most effective to push learning forward and spending prolonged periods of time adding comments to books will not be of benefit to our children. Teachers will ensure any feedback is referring to success criteria for the lesson.

'Tick-marking' is used in books in order to see progress or successful learning over time, at a glance. This also feeds into our children's responding to feedback in KS2, which is explained below.

In writing, we are keen to reflect progress in relation to specific success criteria. To do this, teachers will highlight success matching directly to the lesson success criteria. For example, in a year one book, success criteria will be at the top of the page and may include correct use of capital letters. These will be highlighted when the children have demonstrated this independently within their writing, enabling children to better understand their own learning and progress. Towards the end of the Key Stage, teachers and children will have developed the skills to effectively respond to this by fixing mistakes which have been highlighted in pink. We understand that it might not be appropriate to respond to feedback in every lesson.

All feedback is used to feed forward into the next lesson and forms the day-to-day assessments of learning.

### Key Stage 2

As within Key Stage 1, feedback will directly relate to shared success criteria. Feedback, which may include 'tick marking', will take place where appropriate within or following the lesson, as this enables teachers to adapt teaching and provide immediate feedback around misconceptions and aid children's own understanding of their learning and success. They will also adapt the subsequent lesson to address common elements of misconceptions or errors.

Year 3 children will be introduced to self-assessment by focusing on one specific element e.g. capital letters. Teachers model the process for self-assessment to embed it successfully. Children will then look at their own learning and circle or highlight examples they have used which demonstrate the success criteria has been met. This method will be used when teaching new skills or consolidating skills and so will require additional time in lessons. Therefore, this may happen once every two weeks initially, it will not be used following assessed pieces of writing.

By the end of Year 4, children will be able to self-assess and edit their writing. As they have developed this over time, children will now be able to look at two or three success criteria when self-assessing their writing.

In Year 5, children will be introduced to peer assessment by focusing on a single piece of shared success criteria. Teachers will again model this skill and ensure their modelling includes positive and clear comments e.g. avoiding 'nice handwriting'. Initially, teachers will support children's comments with the use of bank of suggested comments. Time will also be spent exploring the strengths of children in each class to support effective peer feedback, e.g. who is competent with creativity or who is confident with spelling.



By the end of Year 6, children will be competent in self and peer assessment. Children are self-reflective and action their targets across their writing. It is clear from their writing they are making the improvements.

Across KS2 when planning, teachers ensure time is allocated to ensure efficient time for children to edit, especially during the final assessed pieces.

For longer, assessed pieces of learning (e.g. the final piece at the end of a writing unit) the overall skills and success criteria focused on for this piece of learning is taken into consideration and a specific comment is recorded in a timely manner. This would take the form of one aspect from the specific success criteria which the child has met and one actionable comment around an area which could be improved from the success criteria. Time needs to be provided to ensure children can action these comments. In Year 6 success criteria is shared with the children. However, for the assessed pieces of writing, success criteria is not specific nor are examples given.

All marking is used to feed forward into the next lesson and forms the day-to-day assessments of learning.

## Assessment – ‘I value what I assess and assess what I value’

In addition to the formative assessment already mentioned through immediate and timely feedback, we also carry out summative assessments to assess our children’s understanding and evaluate their learning at the end of each term.

### EYFS

In Reception, a baseline assessment is completed for every child in September for literacy and maths. This is carried out 1:1 with the class teacher. A short, informal maths assessment is carried out in the spring term (teacher created) based on what has been taught so far through our maths curriculum. In the summer term all children are assessed against the Early Learning Goals (ELG) in all areas.

### Phonics

Phonics assessments are carried out every half-term for children who are accessing the phonics scheme which may include some children in Key Stage 2.

In EYFS, teachers carry out an informal termly writing assessment to reflect on progress and inform future teaching.

In Years 1 – 6, all year groups finish their term and unit of writing with an assessed piece of writing. This will be a chance for children to demonstrate their recent learning or skills without modelling from the class teacher.

The table below sets out which assessments will be carried out in each year group. For the summer term, these assessments are designed to include content from the National Curriculum for the whole year.

	Reading	Maths	SPaG	Notes
Year 1		✓		Year 1 do not complete assessments in reading as we collect evidence from phonics assessments and the Phonics Screening in June.
Year 2	✓	✓	Summer term only	For reading in Year 2 we consider their phonics groups and assessments to decide whether they complete the Year 2 summative assessments. From the Spring Term, any Year 2 children in grey group or above complete the summative assessments.
Year 3	✓	✓	✓	
Year 4	✓	✓	✓	Year 4 children also complete the Multiplication Tables Check (MTC) in June.
Year 5	✓	✓	✓	
Year 6	✓	✓	✓	Year 6 will complete previous SATs papers in the autumn and spring term before the SATs take place in May.

### Sharing information with parents/carers

Throughout the school year, there will be many opportunities for teachers to share information about children’s learning with their parents/carers. At the start of each new year, teachers will hold an information session for parents/carers which will outline what the year will entail, including expectations and key dates.

Each term, class teachers will create a 'term on a page' style document which will act as an overview of learning for parents/carers.

In addition, there will be two parents' evenings in which class teachers and parents will have time to discuss how their child has settled into the new year group and their approach to learning. If your child is on the SEND register, there will be additional opportunities to meet with the SENDCo to discuss your child's learning throughout the year. Towards the end of the academic year, parents will also receive an end of year report including information around their child as a learner and whether they are meeting age related expectations in reading, writing, maths and science. This is also an opportunity to share target areas to help children progress into the next year group. In some year groups, additional information will be shared alongside reports such as information about Phonics Screening results, the Multiplication Tables Check or Standard Assessment Tests (SATs).

## Homework

At Nerrols, we believe that homework is an opportunity for children to consolidate and develop fluency in their learning. It enables children to develop inquiry skills and lead discussion. The homework suggested by teachers is linked to learning which has recently taken place in the classroom – it is an integral part of learning, rather than an add-on. We ensure that homework is accessible to all pupils through the delivery, expectation and possible outcomes.

Some homework will be the same 'subject' and style each week whereas some homework will be set less frequently.

In Reception and Year One, children will receive reading and phonics homework. This is closely linked to the sounds and book they explore daily in class and enables children to learn to read in a systematic way.

In Year Two, children will also have daily reading homework. In addition, they will begin to use MyMaths (an online tool) which will be set every two weeks.

In Year Three and Four, children will continue to be asked to read 5 times per week as part of their homework and continue to use MyMaths every two weeks. In addition, they will be introduced to Times Table Rock Stars (TTRS) and also receive focused spelling homework each week.

In Year Five, children will continue to be asked to read 5 times per week, complete spelling homework and, every two weeks, MyMaths homework.

In Year Six, children will receive reading, comprehension and spelling homework. In addition, they will each receive revision books which will enable them to consolidate their learning from within year six and previous years as they reach the end of their time at Nerrols.

In summary:

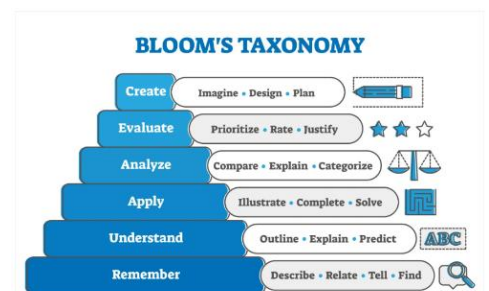
	Reading 5 times per week / phonics	My Maths	Times Tables Rock Stars	Spelling	Revision books
Reception & Year 1	✓				
Year 2	✓	✓			
Year 3 & Year 4	✓	✓	✓	✓	
Year 5	✓	✓	✓	✓	
Year 6	✓	✓	✓	✓	✓

At Nerrols, we aim to develop a culture in which homework is viewed as an extension of their learning. As part of this, we will be sharing an overview of learning each half-term with parents/carers. This will continue to extend opportunities for children to demonstrate their knowledge within different subjects and for their parents/carers to be involved in promoting discussion around different topics.

To celebrate this extension of learning, we will hold a fair on the last Wednesday of each half-term. At the start of the half-term, children will be informed about the subject in which the fair is driven by. Homework will then be set, which could be presented in a range of ways, which they can contribute to this fair. Parents will be invited to attend the fair to celebrate and explore the range and depth of children's extended learning. This will encourage children's intrinsic motivation to extend their learning beyond the classroom. Homework will therefore not be rewarded in the traditional methods such as by receiving house points. Similarly, it will not be 'marked' by class teachers. Our intention is to use this subject homework as discussion points, driven by the children's interests within a subject.

Teachers will use the revised Bloom's Taxonomy to suggest ways in which children could carry out their homework. This will ensure that all children can participate in producing homework with success.

Homework will be shared with parents in an agreed format, so that it looks very similar each year. Children will also have the opportunity to complete homework in Wrap Around after school club, ensuring all children can extend their in-class learning regardless of after school provision. This will take the format of children being given the space and time, supported in a larger group, to follow their own routes to completing their homework.



## Our Evidence Base

In creating this document, we have taken into consideration the following research and documentation:

- ✓ The Teachers' Standards (2011)
- ✓ The Education Endowment Foundation (EEF)
  - Teacher Feedback to Improve Pupil Learning (2021)
  - Homework (2021)
- ✓ Rosenshine's Principles of Instruction (2012)
- ✓ Teaching Walkthrus, Tom Sherrington (2020)