

**ACHIEVE, CHALLENGE, ENJOY!**

# A Policy for Teaching, Learning & Assessment

September 2022



## **Mission Statement:**

Moorgate Primary Academy sees itself at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our school vision: **Achieve, Challenge, Enjoy.**

## **Aims:**

This policy aims to clarify, create and maintain a common approach for effective teaching and learning and continuity. It ensures that there are common expectations for all children within the academy and acts as a tool for self-evaluation. The staff has common agreements as to what constitutes:

- High quality teaching and learning
- Promoting positive learning behaviour
- Teaching strategies and how children learn

These will be detailed within the following sections:

1. Planning
2. Teaching
3. High Quality Teaching – Rosenshine’s Principles of Instruction
4. Promoting a positive classroom culture: learning behaviour, metacognition, responsive teaching
5. Marking & Feedback
6. Assessment
7. Monitoring of Teaching, Learning & Assessment

## **1. Planning:**

All taught subjects begin with a long term and medium term plan which provides both teachers and leaders with an overview of subject curriculum coverage. Where applicable, this then feeds into detailed weekly plans and lesson slides that include high quality learning challenges that are phrased as questions; the majority of these begin with “Can I...?” Alongside each learning challenge is a success criteria, the purpose of which is to inform and gauge progress against the learning challenge.

Weekly planning and lesson slides shall also include:

- Allocation of additional adults
- Key vocabulary
- Key questions
- Teacher input including any collative learning strategies
- Learning activities
- Appropriate challenge & support including the use of resources

In order to have a collaborative approach to planning and to reduce the workload of teachers, planning may be shared across phases. This is amended to fit the needs of each class; all planning is the responsibility of the class teacher. The focus of each session is age-appropriate and specific to the ongoing academic development of the group. Learning activities are contextualised in order to create fun and engaging lessons with enthusiastic learners.

A range of schemes additionally support teachers’ workload and support in organising a progressive sequence of a lesson. Currently, Moorgate have invested in PSHE association, Primary PE Planning, Power Maths, Floppy Phonics, Curriculum Maestro, Hamilton Trust, Plan Bee, Access Art, Charanga and Euro Stars French.

## **2. Teaching:**

The interaction and engagement of pupils in all lessons is at the heart of teaching and learning at Moorgate Primary Academy. Teachers use collaborative techniques, particularly Kagan Structures, to maximise pupil participation. These contribute to the success of each child on a lesson-to-lesson basis. Rich and varied questioning allows teachers to provoke thought and stimulate conversation whilst allowing them to gauge progress against the learning challenge. In turn, this is used to inform the next stage of the lesson; whether identifying individuals who require further support and/or providing additional challenge for pupils who have a thorough understanding of the lesson focus.

Resources are used to enhance lessons by providing a clearer understanding of the concept, knowledge or skill; this includes the use of a well-organised and maintained learning environment that reflects the current areas of learning.

Teachers have a thorough and in-depth subject knowledge. This is disseminated to the children through a range of teaching techniques, with adults making considered decisions as to how and when this is done to maximise pupil progress. These include:

- Retrieval/Review activities
- Spaced Practice
- Scaffolding
- Deliberate practice
- Feedback
- Questioning & discussion
- Explanation
- Modelling

## **3. High Quality Teaching - Rosenshine's Principles of instruction:**

Rosenshine formulated ten key principles. These principles are used by teachers within their lessons to enable successful learning to occur.

- 1) **Daily Review** – Daily review can strengthen previous learning and can lead to fluent recall
- 2) **Present new material in small steps** – Only present small amounts of new material at any one time, and then assist children as they practise this material.
- 3) **Ask Questions** – Questions help children practise new information and connect new material to their prior learning.
- 4) **Provide Models** – Providing children with models and worked examples can help children learn to solve problems faster.
- 5) **Guide Student Practice** – Teachers spend quality time guiding children's practise of new material.
- 6) **Check for understanding** – Checking for understanding at each point can help children learn the material with fewer errors.
- 7) **Obtain a high success rate** – It is important for children to achieve a high success rate during classroom instruction.
- 8) **Provide scaffolds for difficult tasks** – Teachers provide children with supports and scaffolds to assist them when they learn more difficult tasks.
- 9) **Independent practice** – Children have time to successfully practise new learning independently
- 10) **Monthly and weekly reviews** – Children need to be involved in extensive practice in order to develop well connected schema and automatic knowledge.

## **4. Marking & Feedback:**

The rationale and practice of written feedback is detailed within the Academy's Feedback policy. Ultimately, marking is used to correct errors, address misconceptions and deepen understanding of a concept, knowledge or skill.

Additionally, staff understand the importance of instantaneous, detailed verbal feedback that clearly provides children with information on their performance and how they can further their learning.

Teachers use the written and verbal responses of children to inform future learning experiences, thus ensuring that they are tailored, bespoke and specific to the academic development of the group. This may occur on a lesson-to-lesson basis or alternatively, within a specific lesson where the teacher shall identify individuals who require further support and/or provide additional challenge for pupils who have a thorough understanding of the lesson focus.

## **5. Assessment:**

Assessment serves many purposes, but the main purpose of assessment at our academy is to help teachers, parents and pupils plan their next steps in learning. We use the outcomes of assessment to check and support pupil progress and set aspirational targets. We assess pupils against age-related assessment criteria from within the National Curriculum, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. The achievement of each pupil is assessed against all the relevant criteria throughout the academy year, developed on an online tracking system. Parents will be given a level at the end of the academy year to state whether their child has achieved national expectation for their year group. Assessment judgements are moderated by colleagues within SAUT and by external bodies and to guarantee our assessments are fair, reliable and valid.

Teachers and leaders use the outcomes of assessments to summarise and analyse attainment and progress for individual pupils and classes. Assessment data will be analysed across the academy to ensure that pupils all are making at least expected progress and that all pupils are suitably stretched. This is achieved through regular data analysis, pupil progress meetings (led by a member of the SLT) and classroom monitoring (lesson observation, book scrutiny, learning walks etc.) The information from assessments is communicated to parents and pupils over the course of the academic year through a structured conversation (parents' evening) or written report. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

## **6. Monitoring of Teaching & Learning:**

The monitoring of teaching, learning and assessment allows Senior Leaders to provide insightful and developmental feedback that creates a cycle of continuous improvement. Additionally, the monitoring activities allow Senior Leaders to gain a realistic overview of strengths and areas for development which will, in turn, inform the School Improvement Plan and training schedule. These activities are:

<b>Aspect of Teaching &amp; Learning</b>	<b>Activity</b>	<b>By Whom?</b>
Curriculum Coverage	Monitoring of planning and pupils books Analysis of assessment documentation Pupil consultation	Subject Leaders Senior Leadership Team
Planning	Monitoring of Planning Book Trawls	SLT & Subject Leaders
Teaching	Lesson observations Pupil consultation	
Marking & Feedback	Pupil Outcomes Parent Voice	

Link Local Academy Council (LAC) members are involved in the monitoring of Teaching, Learning and Assessment whilst detailed updates are provided at LAC meetings. Additionally, the school actively seeks quality assurance of its judgements. These include:

- Visits from the Trust's Educational Improvement Partner (EIP)
- Visits from the Trust's Director of Learning and School Improvement (DSL1)

- Peer Review
- Reviews of teaching & learning from external agencies and companies
- External Moderation

To conclude, Moorgate Primary Academy places the utmost importance upon Teaching, Learning & Assessment; through considered and well-planned training, teachers are equipped with the knowledge and skills to ensure that all children achieve, are well challenged and enjoy their learning.

### **Inclusion**

In our academy we believe that all children are special. We give our children every opportunity to achieve their best. All children will have equal access to the activities that support the desired outcomes regardless of race, gender or ability (including Gifted and Talented children and children with identified SEND). Activities and resources reflect every child. Support from parents and advice from inside and outside agencies may be sought in some cases.

### **EQUAL OPPORTUNITIES**

All children and staff have equal human rights at Moorgate Primary Academy. The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual.

This Policy is to reviewed: September 2024

Mrs. V Eaglefield (Deputy Head)