



St Alban's

Catholic Primary and Nursery School

Member of St Clare's Catholic Multi Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together

Teaching, Learning and Assessment Policy

Our Approach to Teaching, Learning and Assessment (Updated Autumn 2023)

At St Alban's School, teaching is inspiring, innovative, creative, and develops a depth of knowledge and understanding which prepares children to be lifelong learners, mastering their skills across the curriculum. Our learning is split into three areas: CORE, LIFE and ESSENTIAL. Our core subjects include Reading, Writing, Communication, Maths, RE and Science. Our Life Learning includes RHE and PSHE which is the curriculum element underpinned by our spiritual, mental health and well-being, social, emotional learning framework that is inherent in all that we do at St Alban's. The third area of learning is our essential learning, focusing on IT, History, Geography, DT, Art, PE, Music and MFL.

All mastery learning experiences follow an inquiry approach and a 6 part 'MASTER' lesson that begins with a hook to MOTIVATE and engage the children. Then through a direct teaching model – 'ABC/123', using precise, well-structured teaching methods and varied and tailored quality resources, the children are taken on a learning journey which encourages them to develop and practice SKILLS, and start to TAKE IT DEEPER, question further and make links. The teacher then skilfully questions, probes and scaffolds learning activities to deepen the understanding of children and allow them to master their skills EVEN DEEPER in all subjects. From this, children investigate, reason and create, applying their skills in a variety of ways and linking their learning across the curriculum to produce quality outcomes.

Throughout the learning process, through the use of the Golden Ticket 3 ticks system, the adults, children and their peers are assessing their progress at each step through 'CHECKPOINTS' and children are acting on the feedback they receive, deepening their knowledge and understanding in every session with time at the end of each lesson to REFLECT.

MOTIVATE – ABC/123 direct teach –SKILLS development – TAKE IT DEEPER – EVEN DEEPER – REFLECT (Reason/Problem/Investigate in the maths/sciences/computing and Create/Write/Produce in the arts – writing, art, DT, Music etc.






Adventures in Learning

Each term the whole school embark on a new 'Adventure in Learning', led by an overarching guiding question. Within each adventure are 'Expeditions', where children explore key questions to develop knowledge and skills, which then feed into an exciting outcome. Focus subjects from the curriculum form the basis for each expedition, which last approximately 3 weeks. Two or three expeditions are included in each Adventure. An 'Immersion Week' starts each Adventure so that children become enthused and excited about their learning. At the end of each Adventure, children present their outcomes to parents and carers at their own class/key stage events.















Any subject not directly linked to Expeditions, is taught discretely.

Teaching – planning process

Teaching, as outlined above, is planned for on the documents/programs outlined below:

-  Phase long term plans of subjects/topics taught and when.
-  Half termly overview (includes all subjects).
-  Termly/half termly medium term planning.
-  Session Smartboard Notebooks/PowerPoints
-  Reading class groupings sheet outlining which group engage in which session when.

Documents to support the planning for this learning include:

-  St Alban's genre skills coverage for writing
-  English Mastery documents
-  St Alban's reading yearly overview 2019
-  RWI (Read, Write, Inc.)
-  RWI spelling
-  White Rose Maths Scheme FS2 – Y6, (supplemented by resources such as Number Time, NRich and NCTEM)
-  Come and See Catholic RE Curriculum
-  Ten Ten RH(S)E curriculum
-  PZAZ Science scheme
-  Purple Mash Computing scheme
-  Ten Ten PSHE resources
-  National Music Curriculum
-  La Jolie Ronde French Curriculum
-  Essentials curriculum for History, Geography, PE, DT and Art (supplemented by Access Art)

The school subscribes to Twinkl which enables all staff to access online teaching and learning resources to supplement the above. School also subscribes to Sats Companion/Mirodo for KS2 teachers and children to supplement home learning, gaps, interventions and assessments, TT Rockstars and Numbots for practise of mental maths and Lexia, an SEN intervention program for reading.

Books can also be ordered to enhance teaching and learning through the Schools Library Service. See the Pupil Manager, Jane Hays in the Office to order library books.

Teaching of Remarkable Reading (See Remarkable Reading Policy)

Reading underpins all learning throughout the curriculum and as a basic skill for life, this is how we organise our reading learning:

- 4/5 mixed ability groups (normal classroom seating arrangement) – 30 minute daily carousel (Y1-Y6).
- Session 1 – Adult led group session based on Class fiction focus text with emphasis on vocabulary and expression where children read and discuss the text with the teacher, echoing modelled use of intonation and expression and use Wonderful Word books (whole class book Y1-Y3) and the class word wall to list to new words learnt.
- Session 2 – Paired session following on from session 1 where children answer comprehension questions about the class book following the 'URA reading detective' skills process (Underline key words in the question and text, Re-read and circle answers in the text and Answer the question using text marked answer). FS2 & KS1 use the PRIVS dogs to help them determine the type of comprehension questions.

- Session 3 – TA led session 1:1/independent reading focused on speed, fluency and consolidation of vocabulary and expression as well as enjoyment of reading. Children have the opportunity to enjoy reading their home/school book banded reading book in school independently and to a TA who reads parental comments and adds their own focused commentary to Reading Records. Children are expected to read at the speed of 90 words per minute in KS1 and 120 w.p.m in KS2. The progress of this is recorded weekly and once a child is secure and fluent at this speed at their book band this check stops until the child is reading the next book band (Book bands are changed at each assessment point. Children are expected to list and find the meaning of any new vocabulary they read in their books and also change their books in this session if needed.
- Session 4 – Independent session focusing on comprehension skills (URA reading detective, PRIVS dogs, DIAL – Deduction/Inference/Authorial intent and Literal skills). This may be a timed comprehension activity in KS2 and children towards the end of the session will peer discuss, mark and assess their learning. SEN children complete reading interventions on Lexia during this session.
- Session 5 – Mastering and deepening skills from Sessions 1- 5. Children to deepen, act on feedback and focus children and those with specific reading needs will be targeted by staff in this session. Purple pen work and completing deepening tasks. Children with significant SEN in reading complete SEN interventions on Lexia.

Learning and teaching in all areas of the curriculum

At St Alban's we expect all day every day to be a learning experience and we want to nurture life-long independent learners in an exceptional provision. This is something we encourage in all areas of school, and showcase children's learning to promote high quality outcomes for all. A criteria list linked to school priorities, performance management targets and success criteria informs teachers what they are monitored against, coached and mentored towards and achievements within will be celebrated. The criteria list is not exhaustive but lists all that is needed to encourage children to make good or outstanding progress and achieve their potential or beyond.

School handwriting and presentation

Please remember that this is not a font just to be used as a font. It is our scheme for handwriting. The handwriting font will be used frequently for display materials and resources for children (not for documentation for staff). Where the font is used, it will be used so that the letters are joined appropriately. Incorrectly joined script must never be displayed as this is not a good model for children. All letters, including ascenders, are written from the 'flick' (cursory stroke) on the writing line up and have both 'flicks' (from the start to the end of each letter). Where this is not possible eg, joining r to o then the consecutive letter will be joined from where the previous letter ends. Capital letters are NEVER joined. Descenders do NOT join to a consecutive letter only eg. No loops. A capital l will always be 'top and tailed'. Remember if a letter does not finish on the starting line – IT DOES NOT JOIN!

Where the date is written, it will be written to the left in long hand. For maths, science and Essential Learning, the short date is written eg. 12.11.23. A line is then left before the title, which is centralised. None of this will be underlined.

TA Support

TA support within all learning is focused on specific support for children with SEN. TAs follow a detailed timetable for both support in class and for carrying out interventions.

Celebrating Learning, including the school website

Albans – displayed in class

Wagolls ('what a good one looks like' within lessons)

Children sharing their skills and learning within lessons with learning partners etc.

Frequent informal conversations with parents

Comments in Reading Records

Celebration Awards and class Assemblies

White Gold displays

Class and Corridor Displays

- Text on working walls should, where possible, be in cursive font, in purple ink and font size 28 or more.
- Learning from 'Expeditions' is displayed on corridors. Labels should be in cursive font and purple ink with a purple border. Labels should be mounted on black.
- When Expeditionary displays are changed, an A3 photograph of the previous display is mounted on black, laminated and displayed under each class board.

School Website – class information to be shared on the school website by teachers and updated each half-term.

Assessment

Assessment for learning is expected in every lesson by adults and children and their peers. Checkpoints will allow children to consolidate, correct any misunderstandings and provide them with opportunities to question in order to accelerate their learning. A variety of assessment for learning strategies are used to ensure all children can engage in this. Golden Tickets are used for every lesson in order to track progress made daily and provide children with the immediate feedback in order to know their next steps. See Appendix 3 for what we should see in lessons, in marking and feedback in books and in outcomes.

Teachers update and annotate notebook/PowerPoint planning daily in accordance with the outcomes of pupils and plan weekly taking into account the children's skills. A mini-pre assessment the previous week or previous session may be carried out where 'new' learning for that class is to be planned for to ensure that the pitch is correct. Similarly, a mini post-assessment may be used to check children's understanding and inform gaps and next steps in learning. Where possible, all planning should be at year group level with support through resources, scaffolding, a pre-teach or a consolidation intervention to ensure those children who find it difficult, can access the year group objective.

Weekly spelling and mental maths/tables checks are carried out and results inputted into EMAGs. Half-termly RWI, phonics screening, book banding and other summative assessments for focus children and those in vulnerable groups who are tracked closely eg. SEND, PP, CIN are carried out. Termly summative assessments are carried out, scored and teacher assessments are inputted into EMAGs against the % criteria and professional judgement. This data is analysed by class teacher and SLT and discussed at Progress review meetings (Pupil progress and performance management) whereby new focus groups and interventions are arranged for the following term to ensure good progress is being made by all children termly. See the Teaching, Learning and Assessment Leader for updates of assessment tools to be used. See Assessment Overview for yearly planned dates and further detail. Please note the tools below are summative and teacher assessments are made including ongoing formative assessment from learning in books, lessons, book bands and Dojo in nursery.

Ongoing assessment tools/input include the following:

WEEKLY CHECKS added to EMAGs *Assessment – Weekly Assessments* – Arithmetic for mental maths (tables and number facts) and spelling for spelling checks – week by week.

Y1 – out of 8 (SEN in that area – 6)

Y2/3/4 – out of 10 (SEN in that area – 8)

Y5/6 – out of 12 (SEN in that area – 10)

Set the children targets of a minimum they need to get correct each week depending on target eg.

Working below year group – 60%, Secure – 80%, Secure + – 100%

ASSESSMENT POINT UPDATES added to EMAGs

- *Phonics Assessment* – RWI levels (Almost all highlighted for that level and all highlighted for +)
- and phonics screening scores
- *Phonics Assessment* – Phonics screening score
- *Book Band Assessment* – linked to outcomes in tests (comprehension, RWI and phonics screening) and ongoing formative assessments
- *Teacher Assessment* – All subjects

Below are the detailed arrangements for summative assessments 2023 – 2024.

Summative assessment tools include the following (2023 –2024):

Early Years	<ul style="list-style-type: none"> • 2-year-old checks for those who have a term with us since becoming 2. • RWI 6 weekly rota of teach and assess • EAZMAG updates – summative assessments by teachers • Book band colours & RWI assessments updated on EAZMAGs phonics • Pre-RWI teaching in Easby – 11.10 am and 2.40 pm daily
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	Reading	Phonics	Writing	GPS	Maths
Key Stage 1	<p>For those up to Y1 secure - RWI comprehension (as they are not ready for KS1 SATs Paper 1)</p> <p>For those working beyond Y1 Secure but not beyond Y2 ent + - KS1 SATs Paper 1 only (if achieve high eg. 15+ allow them to try KS1 SATs Paper 2)</p> <p>November - 2019 paper February - 2022 paper May - 2023 paper</p>	<p>RWI 6 weekly rota of teach and assess</p> <p>Phonics screening every half term for Y2 starting with 2017 paper.</p>	<p>Moderation of writing against year group generic checklist.</p>	<p>Y2 only - 2019 paper - November 2022 paper - February. 2023 paper - May.</p> <p>20 spellings from the RWI spelling scheme.</p>	<p>White Rose Maths Autumn Term maths assessment for all who can access. If predicted to be working below Y1 ent - use EYFS to assess level.</p> <p>Y2 Entering and below, use Y1 assessments.</p>

Key Stage 2	<p>Reading comprehension – Scholastic Termly Reading Test – 1-hour test – 3 texts – 20 min per text (can be done in RR sessions). Those on RWI less than Y1 sec – RWI Reading Comprehension test.</p> <p>For children working at S5 Secure and upwards, Y2 SATS paper 1 and 2 (See Y2 reading).</p> <p>For children working at S5 or below, RWI comprehension if appropriate and a reading fluency teacher assessments.</p> <p>English subject leader to advise.</p> <p>Y6 only – complete KS2 SATs Reading Paper if working within Y5 and Y6.</p> <p>Autumn 2 – 2017 Spring 1 – 2019 Spring 2 – 2022 Summer 1 – 2023</p>	RWI 6 weekly rota of teach and assess for those who access RWI.	Moderation of writing against year group generic checklist.	<p>Y6 only – GPS Papers 1 & 2</p> <p>Autumn 2 – 2017 Spring 1 – 2019 Spring 2 – 2022 Summer 1 – 2023</p> <p>20 spellings from the RWI spelling scheme or from the spellings learnt in class.</p> <p>Teacher assess GPS – via writing for punctuation and grammar</p>	<p>White Rose Maths Termly Assessment Y3 – Y5 if working within year group and year group below.</p> <p>Y6 only – Arithmetic & 2 x reasoning</p> <p>Autumn 2 – 2017 Spring 1 – 2019 Spring 2 – 2022 Summer 1 – 2023</p>
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Percentages needed to secure assessment judgements:		
Autumn 2	Spring 2	Summer 2
Expected – 40% Greater Depth – 65% +	Expected – 50% Greater Depth – 75% +	Expected – 60% Greater Depth – 85% +

YEARLY TARGETS are added to EMAGs at the beginning of the school year and updated throughout the school year

Assessment – Targets – End of year agreed targets to be inputted into Summer 2 2024, agreed focus children to have their targets inputted into the end of the Autumn 2 2022, Spring 2 2023. This will take place in Autumn 1.

Non-focus children are expected to make one sub descriptor between each assessment point eg. Average child Summer 2 2022- Y3 sec, AP1 – Y4 Ent, AP2 – Y4 Dev, AP3 – Y4 Sec. If they start to fall behind at the following assessment point, they are added to the focus children extra support and tracking.

All focus children and those in vulnerable groups to be updated in September in Specify Factors section to ensure accuracy.

Tracking of progress for most children starts from Autumn 2 2022 which will be moderated at all levels (delivery, assessment, teacher assessment, subject leader and SLT) to ensure accuracy and will be delivered differently ensuring sensitivity to children's needs therefore there will be activities that are carried out independently with support annotated from adults. Teacher assessments on summatives will be added at Autumn 2, Spring 2 and Summer 2.

ACCESS ARRANGEMENTS

Access arrangements for all assessments should follow those used when administering standard assessments. See *Appendix 1* for Key Stage One arrangements and *Appendix 2* for guidance on giving children extra time for assessments in Key Stage Two. Any specific access arrangements given, need to be applied consistently across all learning, not just when carrying out assessments. Arrangements for SEN pupils should be written into support plans.

REPORTS

Reports on progress and attainment against targets set will be expected at each assessment point in the form of a data analysis detailing an action plan for each cohort for the following block of learning until the next assessment point. Targets set will be based on expected progress taking account of extra teaching and learning planned for and linked to 2 performance management targets. These are shared with Governors as is the progress and attainment at each assessment point.

Appendix 1 to Teaching, Learning and Assessment Policy

Key Stage 1 Access Arrangements

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

Evidence

Has to be part of normal classroom practice by notes in teacher plans, SEN plans or a child's work.

Additional Time

Tests are not strictly timed so we can give amount of time needed but this must be within reason. Rest breaks can be used together with additional time for all children to prevent them suffering from fatigue.

Adaptations to papers

Can make adaptations where necessary such as photocopying on coloured paper, enhancing diagrams or enlarging text.

Scribes

Must only be used if reflects normal classroom practice and the child cannot use a word processor, unable to write or has difficulty writing or known to experience fatigue.

Transcripts

If it will be difficult to read a pupil's writing when marking their test script, or using it as evidence for teacher assessment. This should be done with the child at the end of the test, next to the pupil's work, under the test conditions, use a different coloured pen than used by the pupil. Children who cannot read their own writing to use a word processor if this reflects daily practice.

Readers

Pupils who have difficulty reading can be supported in the English grammar, punctuation, spelling and mathematics test by having a text read to them. This will be children that have a reading age considerably lower than actual age. Readers must not be used by pupils who are capable of reading the test materials themselves. Although it is preferable for readers to be provided on a 1:1 basis, KS1 grammar, punctuation, spelling and maths it can be read to pupils as a group.

A reader may help a pupil to read the mathematics tests. They may: • clarify instructions, as long as no additional information is given that could give the pupil an advantage • read, but not clarify, subject-specific vocabulary.

If a mathematics question is read to a pupil, the reader may read words and numbers, but not mathematical symbols.

Rest breaks

The majority of pupils should be able to complete the tests without a break. However, rest breaks could be appropriate for pupils who find it difficult to concentrate or experience fatigue.

Appendix 2 to Teaching, Learning and Assessment Policy

Applying for additional time:

1. Can the pupil understand and respond appropriately to a simple request or instruction given in English, without being prompted or aided by an interpreter or translator?
2. Does the pupil have a hearing impairment that prevents them from being able to respond appropriately to a simple question or instruction given in English, without being prompted or aided by a communicator or sign language interpreter or having to lip read?
3. Does the pupil need braille or enlarged print to read and understand text?
4. Can the pupil focus on a task, which requires them to work independently and without interruption, for at least 15 minutes without being prompted to stay on task?
5. Is the pupil prevented from being able to write independently at a speed of more than 10 words per minute by a physical, motor skill or learning disability?
6. Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?
7. Does the pupil have difficulty processing information, which prevents them from being able to answer questions on practice key stage 2 tests, even when they are allowed to refer back to the questions?