



## Our Approach to Teaching, Learning and Assessment – Appendix 3

Success Criteria we measure by:	Examples we see in the teaching and learning environment every day	Examples we see when looking at children's learning in books and on display	Examples we see in the assessment and outcomes of children's learning and progress
<p>Children articulate &amp; demonstrate cross-curricular skills &amp; present quality learning in various ways. (TS1)</p> <p>6</p>	<ul style="list-style-type: none"> <li>i. Children are encouraged to demonstrate their love of learning in a variety of ways eg. Some may listen quietly and attentively others may constantly have their hand up to share ideas but all are engaged.</li> <li>ii. Children know what they are learning, can share this and know what they need to do improve.</li> </ul>	<ul style="list-style-type: none"> <li>i. In discussion, pupils can articulate their learning/understanding within a lesson and over time as well as discuss the progress they know they are making at age related levels.</li> <li>ii. White Gold writing is on display outside the classroom and updated half-termly.</li> <li>iii. RE, Science and Topic quality work is displayed outside the classroom and updated Termly or in accordance with the Liturgical calendar.</li> <li>iv. Topic displays outside the classroom are innovative, maybe 3D, labelled with children's names, use captions to explain learning (not activity) and effectively generate interest as well as celebrating learning.</li> </ul>	
<p>Expected standards &amp; progress is evident in books (R, GPS, W, M, Science and RE) &amp; art/topic learning displayed is good in each lesson and over time as a result of good subject knowledge and pedagogy applied by teacher.(TS2 &amp; TS3)</p> <p>12</p>	<ul style="list-style-type: none"> <li>i. High quality, printed text is used, rather than handwritten, correctly joined/cursive script, and at the correct size intended for purpose to aid learning.</li> <li>ii. The relevant grammar and punctuation words and symbols are displayed with definitions or examples</li> <li>iii. A simple, compound and complex sentence display is visible in the classroom with examples</li> <li>iv. Year group spellings are displayed</li> <li>v. Inviting reading area, with books neatly organised on book shelves, including recommended authors, key comprehension questions and possibly soft furnishings/zoning to separate where possible.</li> <li>vi. The maths display is interactive and linked to the current concept, including concrete apparatus, visual imagery and abstract</li> </ul>	<ul style="list-style-type: none"> <li>i. There is a varied range of high quality work with skills used in a cross-curricular manner in RE, Science and topic learning.</li> <li>ii. Daily sessions are always completed and assessed so children know their next steps which are acted upon with purple pen.</li> <li>iii. Evidence in pupils books shows a good amount of learning and good progress over time with an increase in ticks on Golden Tickets</li> <li>iv. Golden ticket assessments in books marry up with national expectations and therefore Summative Assessments and Progress data which is in line with national expectations.</li> </ul>	

	<p>examples as well as challenge questions linked to the block of learning.</p> <p>vii. An interactive maths meeting display focuses on the half-termly area that is being mastered.</p> <p>viii. The RE display is of exceptional quality and includes the current appropriate colour for the time of year, key vocabulary, key questions and often pupils' work.</p>		
<p>All lessons are well planned, well resourced ensuring active learning and good progress each lesson with quality outcomes across the curriculum. (TS4)</p> <p>4</p>	<p>i. Session plans use MASTER smartboard notebooks as the teaching resource which are updated and annotated to enable a quicker planning, preparation and assessment process.</p> <p>ii. All planning is saved in the appropriate folder on the teacher server to enable sharing, reducing other's workload (monitoring/cover/future use).</p>	<p>i. Dated Golden Tickets are used to outline identified age related learning expectations, tasks and assess children's learning accurately against clearly layered objectives.</p> <p>ii. Evidence of challenge is evident eg. Further question, corrections completed in purple pen and marked or purple pen editing and improving is visible after feedback.</p>	
<p>Planning outcomes are tailored to cohort to ensure progress and standards are good. (TS5)</p> <p>5</p>	<p>i. Topic overview planning has a quality outcome which all learning leads to.</p> <p>ii. Topic medium term planning demonstrates year group objectives from St Alban's creative curriculum skilfully linked to one quality outcome.</p> <p>iii. The writing display has a high quality text in the current genre which is annotated and the main features are visibly identified.</p> <p>iv. Pupils speak in full sentences using high quality language which is also modelled by the teacher with new or key words displayed.</p>	<p>i. Evidence of mastery and deepening is evident as tasks allow children to develop their skills each session and make progress over time.</p>	
<p>Daily formative assessments inform planning and T support ensures active learning with good progress every lesson. (TS6)</p> <p>7</p>		<p>i. Daily assessments inform GAPS, pre-teach and booster sessions appropriately and work from these sessions is evident in children's books.</p> <p>ii. 1, 2 or 3 ticks on the Golden Ticket accurately reflect the outcomes in the children's work for adult (green), peer (blue) and child (pen or pencil/purple after improving).</p> <p>iii. Pupils respond to the marking/feedback by completing corrections or challenges or editing – all in purple.</p> <p>iv. VF and adult initials - Verbal feedback in lesson (purple polishing pen should be seen if they have acted on this feedback)</p> <p>v. WS and initials (green for an adult and blue for learning partner) – With support from that person on initial completion of tasks.</p>	

		<p>vi. In maths, dots used where there is an incorrect answer and ticks for correct answers (children are encouraged to mark their own and correct in purple pen after adult feedback).</p> <p>vii. In all English, RE and topic writing, the following codes are used by adults and peers marking in the exact place of error and correction is usually given, unless it is a repeated error:</p> <p>S - correct spelling (key words in RE and topic areas)</p> <p>P – incorrect/absent punctuation</p> <p>G – incorrect grammar eg. Doesn't make sense or the wrong word is used with a wiggly line under all words that are incorrect.</p> <p>*123 – Code to add in extra information when editing.</p> <p>∧ - 'oops' mark – used when a word or short phrase has been missed out and can be neatly squeezed in</p>	
<p>Summative assessments inform planning &amp; teacher support ensures active learning &amp; good progress over time. (TS6)</p> <p>8</p>			<p>i. For complete pieces of writing, must (pre skills in red), should (fluency skills in green) and could (greater depth in blue) objectives are listed within checklist in Exciting Writing books (no Golden Tickets used).</p> <p>ii. Asterix target areas if needed to focus where the most improvement is needed next time to make accelerated progress.</p> <p>iii. Outcomes from final pieces in writing blocks, form focus GPS skills in next block of Exciting Writing.</p> <p>iv. Weekly spellings and mental maths checks are inputted and monitored onto EAZMAGs for use in summative assessment points.</p> <p>v. Maths meeting display is dependent on needs assessed and changed half-termly in conjunction with Mathematics Mastery recommendations.</p> <p>vi. RWI and phonics screening assessments inform following half-termly revision focus.</p> <p>vii. Summative assessments are carried out as per SATs in KS1 and KS2 whereby all arrangements are appropriate and enable all children to access at the tests at their level.</p>

			viii. Outcomes from summative tests are analysed and inform future planning, ensuring gaps and boosters are planned in for those children who need this over the following term.
Learning behaviours are good allowing everyone to make good progress in every lesson and over time and expectations of children encourage them to meet the Children's Promise. (TS7)  7	<ul style="list-style-type: none"> <li>i. Children's Promise, the behaviour ladder, roles and responsibilities, URA reading detective are displayed.</li> <li>ii. Albans charts and House Team names are displayed, kept up to date and celebrated.</li> <li>iii. Widget symbols, visual timetable, dyslexia friendly lists/mind-maps are on display to support SEND pupils as necessary and where appropriate.</li> <li>iv. Dialogue between learning and challenge partners moves learning on.</li> <li>v. Children are active and independent in lessons showing growing confidence to participate at paired, group and whole class level.</li> </ul>	<ul style="list-style-type: none"> <li>i. Work is exceptionally presented, using school cursive script, appropriate line guide, showing that pupils take pride in it.</li> <li>ii. Learning &amp; challenge partners have a positive impact on learning through marking Golden Tickets accurately and supporting editing and improving.</li> </ul>	
Resources, including learning aids, displays and TAs deployment effectively support learning in each lesson & over time. Promote the well-being of self and others by working towards the common good. (TS8)  4	<ul style="list-style-type: none"> <li>i. Resources and equipment are highly organised, clearly labelled and accessible to pupils which allow them to make choices about what they need to use master their skills.</li> <li>ii. Tables are suitably equipped with writing pencils/pens, coloured pencils, glue sticks, rubbers, sharpeners and rulers which are always kept ready for use and tidy.</li> <li>iii. Teachers, support staff and children work together as a team in lessons to achieve the goal.</li> </ul>	<ul style="list-style-type: none"> <li>i. Any generic written feedback is concise and promotes a positive learning culture with positive comments outweighing critique and progress recognised eg. '*Improve your presentation' followed at a later date with 😊 Much better presentation!'</li> </ul>	
Progress data will be at least good (green) in R, W, GPS, M, Science and RE and at least school average for RWM for the whole class, focus children and vulnerable groups.  2			<ul style="list-style-type: none"> <li>i. From Teacher Assessments inputted at Summative Assessment points, a progress data analysis on R, W, M, Science and RE is completed on all groups (3 times per year), on the school format, with strengths, areas for development and actions to complete the following half-term.</li> <li>ii. This is completed for focus groups and vulnerable closely tracked groups of children eg. SEND, PP, PA, CIN etc. each half-term and accelerated progress is evident at least termly.</li> </ul>
Attainment data for R, W, GPS, M and combined RWM as well as Science and RE will be in line with			<ul style="list-style-type: none"> <li>i. Summative assessments are made based on all evidence and inputted from which an attainment data analysis on R, W, M, Science and RE is completed on all groups (3 times per year), on the school format, with strengths, areas for</li> </ul>

<p>national expectations or above previous key stage outcomes for the whole class, focus children and vulnerable groups. 2</p>			<p>development and actions to complete the following half-term. ii. This is completed for focus groups and vulnerable closely tracked groups of children eg. SEND, PP, PA, CIN etc. each half-term and accelerated progress is evident at least termly.</p>
<p>Overt behaviour of self &amp; expectations of others are in line with school mission statement and in line with the teachings of Jesus and are rooted in the Catholic tradition. (Part 2 TS) 7</p>	<ul style="list-style-type: none"> <li>i. The classroom is inviting, visually stimulating and tidy, including the teacher's workstation.</li> <li>ii. Expectations throughout collective worship are modelled and always expected and promoted.</li> <li>iii. Albans are given to children in lessons who are achieving above and beyond their targets to promote accelerated progress across the cohort.</li> <li>iv. Positive behaviour management evident makes references to the Children's promise, the teachings of Jesus and our Gospel values and our school mission.</li> <li>v. Consequences for negative behaviours are always identified on the behaviour ladder with a positive response when behaviour begins to improve.</li> </ul>	<ul style="list-style-type: none"> <li>i. Albans are given to children in their books on on their learning who are achieving above and beyond their targets to promote accelerated progress across the cohort.</li> </ul>	<ul style="list-style-type: none"> <li>i. Albans are given to children after assessments and weekly checks who are achieving above and beyond their targets to promote accelerated progress across the cohort.</li> </ul>

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