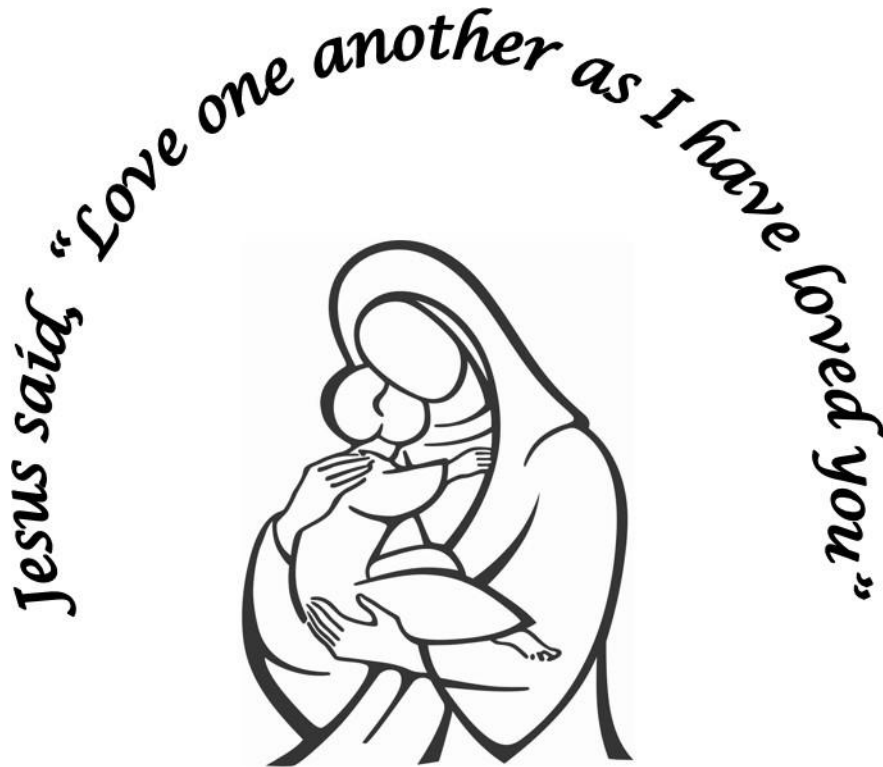


Our Lady's Catholic Primary School



TEACHING, LEARNING AND ASSESSMENT POLICY

Our Mission Statement

We believe that Our Lady's Catholic Primary School provides a true Catholic learning environment for the children entrusted to our care. The individual worth of all those who participate in the life of our school community is recognised and valued. We believe that Catholic education is fundamentally concerned with the growth towards our full potential and that talents and gifts should be developed for the good of the whole community. These beliefs are characterised and summarised through the Mission Statement:

It is a statement that expresses the values and standards expected in our school. In short, people matter; individual differences are respected; and everyone in the school is valued. Implicit in the aspiration of the Mission Statement is an emphasis on the distinctive Catholic nature and on educational attainment.

AIMS AND OBJECTIVES

At Our Lady's Catholic Primary School (OLCPS), we are committed to providing a high standard of education for all children. This education is delivered through engaging and creative experiences, which provide children with the necessary knowledge and skills for each subject and embeds this learning. Teaching and Learning are the central activities of the school and our success is judged against the quality of our children's knowledge, progress, outcomes and how prepared they are for the next phase and beyond into citizenship. At OLCPS we have a Teaching, Learning and Assessment Policy in order to ensure that:

- ✚ There is a high standard of teaching and learning in all classes.
- ✚ There is consistency of practice and clear progression between year groups.
- ✚ There is a shared belief in the way teachers teach and children learn.
- ✚ Everybody is clear about the roles they fulfil.
- ✚ There is equality of access and opportunity for all children.

Every effort is made to ensure a sound grounding in English, Mathematics, Science and Computing in line with the National Curriculum. The curriculum is wide and includes a thematic approach to some class work. Within these themes Technology, History and Geography, Art and Crafts, Music, Drama, PE, MFL, and PHSE are covered in various ways. The curriculum will provide opportunities for children of varying aptitudes and abilities to find fulfilment and enable them to develop emotionally and physically as well as academically.

WHAT WE TEACH

The Curriculum:

- ✚ In Reception the EYFS statutory framework sets the standard for learning development and welfare. (<https://www.foundationyears.org.uk/files/2017/03/EYFSSTATUTORYFRAMEWORK2017.pdf>)
- ✚ In Key Stage 1 and 2 (Years 1 to 6) we teach the National Curriculum in England: (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

Reading:

- ✚ Emerging Readers are supported through the 'Letters and Sounds' 6 phase teaching programme.
- ✚ Reading is developed through the 'Oxford Reading Tree' scheme.

HOW WE TEACH

At OLCPS, we are passionate about preparing our children spiritually, emotionally and academically for their bright futures! We understand the huge impact that school experiences can have on each child's outlook of the world, and how important it is that we get it right.

We believe that children learn best when they are:

- ✚ Feeling happy, safe and valued.
- ✚ Engaged and interested in the task set.
- ✚ Given opportunities to work collaboratively and independently.
- ✚ Active, excited and challenging themselves.
- ✚ Demonstrating a positive attitude and a thirst for learning.
- ✚ Asking questions, reflecting on their own learning and thinking deeply.
- ✚ Taking risks.
- ✚ Demonstrating perseverance and confidence when learning is hard.
- ✚ Applying their knowledge and skills in a range of contexts.
- ✚ Showing pride in their work.

We believe that Teachers are effective when:

- ✚ They have ambition and belief for all children.
- ✚ They recognise everyone – including themselves - as learners.
- ✚ Children know what to do and why.
- ✚ Teaching is well paced, stimulating and enthusiastic.
- ✚ When regular constructive feedback is given – verbal and written.
- ✚ Children's contributions are encouraged and valued.
- ✚ Children are asked questions which check, develop and extend their knowledge and understanding.
- ✚ Praise, of outcomes and effort, is used to motivate children.
- ✚ High expectations are set and children want to meet them.
- ✚ Support staff are deployed effectively.
- ✚ The classroom is well organised and managed.
- ✚ Plan for effective, informed and flexible learning that adjusts according to the needs of the children.

We believe that Learning Environments should:

- ✚ Have a reflective Altar, which celebrates Our Lady.
- ✚ Reflect the current learning taking place.
- ✚ Inspire, motivate and support children throughout their lessons.
- ✚ Celebrate children's learning, with examples of Writing and Maths.
- ✚ Be an interactive part of the learning process.

Feedback is a vital element of teaching and learning, as it encourages teachers and learners to reflect on what progress has been made and what the next learning focus will be. There are a range of strategies used at Our Lady's Catholic Primary School, which promote a reflective approach to learning including; self-assessment, peer feedback and teacher feedback.

We believe feedback should:

- ✚ Celebrate success.
- ✚ Inform planning.
- ✚ Develop knowledge.
- ✚ Drive progress.
- ✚ Identify and correct misconceptions.
- ✚ Encourage children to reflect on their learning and improve it using Purple Pens.

HOW WE ASSESS

Emerging	Emerging +	Developing	Developing +	Secure (ARE)	Secure +
Up to and including 20%	Up to and including 30%	Up to and including 50%	Up to and including 70%	Secure against Year Group Expectations	Secure and applying across the curriculum

Consistent, accurate and rigorous assessment is at the heart of teaching and learning. At OLCPS we believe that by using this information properly, we will ensure that all children can make good progress from their individual starting points. We encourage the children to set themselves ambitious targets, knowing that we will do our best to help them to achieve. In order to do this, we use a range of assessment strategies, which support our teachers' planning, delivery and differentiation, so that children will know and understand what their next steps in learning are.

In lessons, Formative assessment is used continuously through:

- ✚ Differentiated Questioning.
- ✚ Mini-plenaries in lessons.
- ✚ Discussions with children.
- ✚ Verbal Feedback and Written Feedback.
- ✚ Ongoing day to day assessment.
- ✚ Comprehension tasks.
- ✚ Lesson Outcomes.
- ✚ Observation.

Summative Assessment in Key Stage 1 and 2

To ensure consistency in standards and in order to raise attainment, we believe a rigorous approach to assessment is key. In line with the objectives of the School Improvement Plan, children will be formally assessed 3 times a year.

There are 6 stages of development and understanding for each year group's expectations:

Reading:

- ✚ Progress in Reading Assessment (PIRA) tests will be administered 3 times a year.
- ✚ Staff will use a combination of the PIRA test result and the children's evidence from their books to make a considered judgement on each child's attainment.
- ✚ This will be closely moderated by the Headteacher and the Deputy Headteacher.
- ✚ In Year 2, the PIRA tests may be replaced by past SAT papers at the teacher's discretion.
- ✚ In Year 6 and during interventions, PiXL assessments and GAP analysis will be completed.
- ✚ EYFS may use PIRA tests for the Spring and Summer Assessment to support their teacher judgements.

Writing:

- ✚ Writing will be assessed 3 times a year.
- ✚ A range of writing evidence, including pieces of cross-curricular writing, will be used to assess children's attainment.
- ✚ This will be closely moderated by the Headteacher and the Deputy Headteacher.

Maths:

- ✚ Progress in Understanding Maths Assessment (PUMA) tests will be administered 3 times a year.
- ✚ Staff will use a combination of the PUMA test result and the children's evidence from their books to make a considered judgement on each child's attainment.
- ✚ This will be closely moderated by the Headteacher and the Deputy Headteacher.

- In Year 2, the PUMA tests may be replaced by past SAT papers at the teacher's discretion.
- In Year 6 and during interventions, PiXL assessments and GAP analysis will be completed.
- EYFS may use PUMA tests for the Spring and Summer Assessment to support their teacher judgements.

Once the children have been assessed and their attainment has been moderated, the data will be recorded on iTrack. Each child's progress will be closely monitored and interventions will be planned accordingly.

Combined with the outcomes from National Assessments, these influence our end of year data, which indicates if children are working below, at or above age expectations in the core subjects.

National Summative Assessment

EYFS Baseline Assessment:

Children are assessed against the 7 areas of learning using the Early Years Outcomes or Development Matters statements in the Early Years Foundation Stage within the first few weeks of the Autumn term. This information is used to inform the teaching and learning throughout the year. Children's learning and development is captured primarily through observation and recorded in children's profile books.

At OLCPS we believe that on entry children should be working within the 40-60 month band of the Early Years Foundation Stage.

Early Learning Goals:

At the end of Reception, children are assessed against the [17 ELG \(Early Learning Goals\) descriptors](#). [Children's attainment is judged as either Emerging, Expected or Exceeding in the ELG17 areas](#). Children will have reached a good level of development if they have met the early learning goals in the prime areas and specific areas of literacy and Maths.

Early Years Foundation Stage moderation meetings will take place with local schools. Moderation visits will be undertaken by the Local Authority.

Phonics Screening Check Year 1:

In June, children complete the Phonics Screening Check which assesses whether individual children have learnt phonic decoding to an appropriate standard. The checks consist of 40 words including nonsense words or pseudo words. Children are asked to read 1:1 with a teacher. If children do not achieve the National Standard they will retake the Phonics Screening Check in Year 2.

Key Stage 1 National Tests:

At the end of Key Stage 1, teacher assessment in mathematics and reading is informed by externally set, internally marked tests. There is also an optional externally set test in grammar, punctuation and spelling that is intended to inform the teacher assessment of writing.

- For Mathematics, Reading and Writing teachers assess pupils as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard.
- For Science, teachers assess pupils as to whether they are working at the expected standard.

Key Stage 2 National Curriculum Assessments:

In May, children in Year 6 take timed externally set and marked tests according to a timetable released by the DfE. The children take tests for Reading, Mathematics and GPS (Grammar, Punctuation and Spelling). Writing assessment is through teacher assessment. These assessments identify whether or not the children are working towards, at or above age related expectations. Teachers also provide a teacher assessment and the accuracy of these assessments is ensured through both internal and Local Authority support/moderation.

Progress Measures:

Progress is measured from Average Point Scores at KS1 to scaled scores at KS2, compared to other pupils nationally with the same starting points.

Progress measures are not required to be reported to parents on an individual pupil basis. They are used only for school accountability.