



*The*  
**Hawthorns**  
Primary School

**Teaching for Learning  
Policy  
(including Assessment)**

Agreed and Adopted by the Governing Body on 21<sup>st</sup> September 2021

Signed: D Nnabuike

The policy will be formally reviewed on: September 2022

**This learning and teaching policy outlines how we work and organise ourselves to ensure that provision in our school meets the Ofsted criteria for outstanding.**

Core Principles:

1. We believe in developing the whole child, not just intellectually but socially, spiritually, emotionally and physically
2. Every child is unique, an individual to be celebrated and valued
3. Young children come to us with a natural curiosity and desire to learn about their world
4. Learning is for life not just in the classroom
5. Learning is about taking risks and seeing making mistakes as valuable learning opportunities
6. Challenge for all opens up possibilities of achievement and does not limit
7. Learning is a collaborative experience
8. Effective learning is interesting and purposeful
9. Children learn best when they are actively involved and take responsibility for their own learning

When learning is good/outstanding

The teacher:

- Gives opportunities to develop further thinking/understanding through effective questioning
- Has a good knowledge of individual pupils, where they are in their learning and what the next steps are to progress their learning
- Offers choices to develop children's range of learning styles, personal interests and to allow all children to challenge themselves
- Allows the pupils to spend quality time reflecting on their learning
- Explains success criteria clearly so that the children know what success looks like.
- Makes high expectations for all explicit.
- Points out the links between different aspects of learning and shows how future learning will build on prior learning
- Uses regular feedback throughout the lesson teacher to pupil, pupil to pupil (peer assessment) or self-assessment using good assessment for learning strategies. The lesson is adapted using this information.
- Gives opportunities for collaborative and independent learning.
- Allows quality time for purposeful practise and applying skills and learning.

The pupils:

- Have good attitudes to learning and are therefore engaged and motivated to learn
- Are self-regulating and self-evaluating
- Remain curious and ask questions to deepen their learning
- Are active participants both independently and collaboratively

## **Our whole school approach: Consistency and high expectations**

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

## **The purpose of our teaching and learning: Pupil Progress**

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practise, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

## **Six core elements of our provision which ensure quality first teaching**

### **1. Subject Knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

### **2. Planning**

Our planning is based on systematic and accurate assessment of our pupils' prior learning including the use of diagnostic activities before starting new topics. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

### **3. Interventions**

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

#### **4. Homework**

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

#### **5. Assessment for Learning**

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

#### **6. Marking and Feedback**

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve. (See Appendix 3 Policy on Marking and Feedback)

## **Outcomes: basic skills, classroom climate, pupil attitudes**

### **Basic Skills**

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

### **Classroom Climate**

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

### **Pupil Attitudes**

We are developing the aptitudes of resilience, confidence and independence (Growth Mindset). We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking. (See Appendix 4 Aspirational Qualities)

#### List of Appendices:

1. Formative Assessment
2. Homework/ home learning
3. Marking and feedback
4. Annual diary for assessment
5. Aspirational Qualities

## Appendix 1

### **Formative Assessment**

Formative assessment is used to assess knowledge, skills and understanding, and to identify gaps and misconceptions.

### **Assessment for Learning Strategies**

- Develop a culture for learning - Growth mindsets
- Effective questioning
- Thoughts and crosses activity to develop higher levels of questioning
- Keeping all children engaged through the use of lolly sticks
- Use of talk partners and classroom discussion
- Diagnostic tasks
- Effective openings – the use of a hook at the start of a lesson
- Learning objectives and success criteria (generate these with the children)
- Self/peer/teacher assessment against success criteria
- Pupil involvement at the planning stage
- Discussion around what excellence looks like – by providing children with a good and a bad model
- Giving children choice – self differentiation
- Self and peer assessment
- Peer assessing and giving feedback through the use of the visualiser
- Use of traffic lights
- Thumbs up
- Instant verbal feedback
- Next step marking
- Time for children to respond to and follow up teachers' comments and feedback
- Reflection time

## Appendix 2

### **Home Learning Policy**

#### **Aims**

- To provide the opportunity for parents and pupils to share in the learning experience.
- To give children the opportunity to take increasing responsibility for their own learning and develop the practice of independent study.
- To provide the opportunity to extend and develop work in all curriculum areas undertaken in school.
- To encourage the use of a range of resources outside school such as: the internet, libraries and museums.
- To provide the opportunity for pre-learning of topics, research, application, practice, reinforcement and consolidation of work carried out in school.

#### **Organisation**

An optional Home Learning Grid will be shared with the pupils at the beginning of each term. This will have a range of activities that can be completed over the course of the term. The activities will reflect the learning experiences that the pupils will be / are encountering across all areas of the curriculum.

The pupils may be asked to complete their tasks in a variety of ways; this should maximise their engagement with the tasks and develop a broad range of skills.

It should also allow the individual child to be creative, challenged and to further expand on the home learning in a manner they would like.

#### **Home Learning Information**

- The Home Learning Policy is on the school website.
- The Teaching and Learning News is published on the school website each term.
- Information is shared with parents at the initial Meet the teacher evening in September.
- Key Stage 1: Home Learning is communicated to parents through letters as well as a Home Learning grid.
- Key Stage 2:
  - Year 3, 4 and 5: An optional Home Learning Grid will be sent home at the beginning of each term. This will contain a bank of activities, from all curriculum areas, that the pupils can complete over the course of the term.
  - Year 6: The school aims to prepare the Year 6 pupils for transition to Year 7 with regards to independence and organisation. A reading/home learning planner will be used.

## **Home learning expectations**

### **Teachers:**

The teachers should ensure that:

All the home learning instructions are clear and adequate.

All home learning is purposeful.

Home learning handed in is acknowledged and praised through the individual class teacher's system.

Feedback is given to pupils through the sharing of work with peers, presentation of home learning to the class and written feedback through the class teacher's own system. The class teacher will share how the pupils receive feedback with their class.

Each class will have a Home Learning display board where examples of home learning are displayed to encourage high standards.

### **Pupils:**

The pupils will be expected to produce home learning of a high standard, in line with the standard of work that is expected in school.

Where specific homework is given, such as reading journals, the pupils are expected to take responsibility for handing in their home learning on time and on the days set by their teachers.

### **Parental Support:**

Home learning gives parents the opportunity to see what their child is learning across the curriculum.

It is beneficial for children to follow a home learning routine through establishing a set time and place to complete home learning.

To encourage and praise their child when they have completed their home learning.

To become actively involved and support their child with home learning activities, including helping children develop time management and independent working skills.

Reading diaries and homework planners (Year 6) are checked during the week.

### **Home learning Sanctions**

In Key Stage 2, pupils will be asked to complete compulsory home learning tasks in school during their break times if, after a reasonable time and with reminders, home learning is not handed in completed or is not to the expected standard.

### **Recommended websites**

The school recommends the following websites for extended work and support at home.

Education City

Purple Mash

BBC Bitesize

Phonics Play

White Rose Maths

Most of these can be accessed through the Learning Platform.

## **Current Home Learning**

### **EYFS**

These are a variety of the activities that may be sent home for completion:

Weekly phonic sounds and useful words in phonics folders.

Sentences and phrases to practise reading the phonic sounds.

Weekly books to read and sometimes reading activities or phonics games.

A Library book to share.

Handwriting sheets half termly for letter formation.

The work covered in maths each week is shared with the parents.

### **Year 1**

Handwriting homework linked to phonics.

An optional cross-curricular home learning grid.

Maths: Will be integrated within the Homework grid

Reading journals.

### **Year 2**

An optional cross-curricular home learning grid.

Maths: Weekly reinforcement of concepts will be sent home

Handwriting linked with phonics/spelling

Reading journals.

### **Year 3**

An optional home learning grid.

Maths: Learning weekly times tables and maths activities within the Homework Grid.

The grid will include a project on a foreign country during the second half of the spring term. No home learning from the grid will be required to be handed in during this time.

Reading journals.

### **Year 4**

An optional cross-curricular home learning grid.

Maths: Learning times tables and mental maths activities.

Reading journals.

### **Year 5**

An optional cross-curricular home learning grid.

Spring Term: compulsory Space project

Maths: weekly reinforcement of learning

Reading journals.

### **Year 6**

Autumn term: An optional cross-curricular home learning grid

Spring term: practice SATs papers

Summer: An optional cross-curricular home learning grid

Maths: Consolidating activities from the week's lessons followed by online activities.

Reading every day.

Times tables and spelling are tested as follows:

Year group	Reading	Times tables	Spelling	Home Learning check
EYFS	Every day	N/A	N/A	N/A
Year 1	Every day Reading journal.	N/A	Daily in phonics	Homework display board – two pieces per pupil will go up through the year. Feedback information is given on homework.
Year 2	Every day Reading journal.	Weekly review from spring term	Half termly check from Spring Term	Celebrated once a week.
Year 3	Every day Reading journal.	Weekly review	Half termly check	Feedback on homework. Homework display.
Year 4	Every day Reading journal.	Weekly review	Half termly check	Feedback on homework. Homework display.
Year 5	Every day Reading journal	Weekly review	Half termly check	Feedback on homework. Homework display.
Year 6	Every day Reading journal.	Weekly review	Half termly check	Feedback on homework. Homework display.

## Appendix 3

### **Marking and Feedback**

This policy forms a part of the whole school Teaching for Learning policy. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

#### **The Policy Must:**

- Be consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

#### **Purpose**

The purpose of this policy is to provide a framework for quality marking and feedback that outlines how children's work should be received and marked, thereby having a positive impact and influence on children's learning attitudes and future achievements.

#### **Reasons for Marking**

##### **Aims**

- To have a consistent whole school approach to marking and feedback.
- To recognise, encourage and celebrate children's effort, progress and achievement.
- To improve standards of achievement for all pupils by giving them constructive and appropriate feedback through marking.
- To indicate how a piece of work could be corrected or improved against the learning objective and success criteria.
- To improve children's confidence in reviewing their own work and setting future targets.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To identify pupils who need additional support or need more challenging work so as to inform differentiated planning.

#### **Learning Objectives and Success Criteria**

- Learning is more meaningful for pupils if they understand why they are doing the work and what is expected from them. Teachers may set open or closed objectives for lessons. For example, closed objectives can be used for teaching technical aspects of learning, while open objectives are set for creative writing or using and applying in maths and science. *Child friendly learning objectives (sometimes in the form of a question) are shared with pupils at an appropriate point in the lesson and written at the beginning of every piece of work.* In Key Stage 1, these may be written

by the teacher, as a short title and simplified wherever possible. The learning objective is often separated from the context.

- Success criteria enable children to stay focused on the learning objective by establishing what they need to do to achieve the learning objective. Teachers plan the success criteria for each lesson, however, children are also trained and encouraged to consider what they think the success criteria are for the lesson before starting the set task. Success criteria can be cross-curricular. Children are able to use success criteria when assessing their own work and that of others.

### **Self and Peer Assessment**

- Children in all year groups are taught to engage in self-assessment (SA) and peer-assessment (PA). They are taught to share constructive comments about their own and other children's work. SA and PA opportunities are planned for and modelled by teachers. Children are given time during the lesson and in the plenary part of the lesson to assess and analyse their own or other's work. In Key Stage 1 SA and PA are mostly done verbally. Teachers use strategies such as 'traffic lights' to encourage children to evaluate their own learning at key points during the lesson. In Key Stage 2, teachers encourage children to identify up to three successes and look for an area for improvement. Older children may be given the opportunity to add written comments to each other's work. Where SA and PA feedback has been given, it is marked onto children's books.

### **Quality Feedback**

- Feedback should focus on the learning objective of the task and should inform children of their successes as well as areas to develop (next steps) and provide them with a clear strategy for improvement. Immediate feedback is most effective. It is, therefore, recommended that marking takes place in the presence of the children where possible.
- Comments may form the basis of a discussion between the teacher and pupil, e.g. reviewing the targets set.
- They may be oral or written, formal or informal.
- They might be given on a group or individual basis.
- Children are given time to reflect on and respond to teacher's comments and feedback in their books.
- Children are expected to respond to a next step and where they make changes to their work this is shown in a contrasting colour.
- For Foundation Subjects the expectation is a light touch marking for basic grammar, punctuation and spelling.
- In KS2 much of the work for Foundation Subjects is carried out in a notebook, edited and the final piece completed fully corrected.
- Science marking also includes comments and questions to extend thinking (green highlight) which the children are expected to respond to.

## Assessment for Learning in the Early Years Foundation Stage 2

In Foundation Stage learning objectives are communicated verbally to the children during teacher directed and self-directed activities. Feedback is given immediately to the children and tends to be verbal, due to the age of the children. Foundation Stage teachers will ensure that any written comments link to the oral feedback they have given the child. Next steps are planned for and regularly identified through observations and discussions with children and communicated verbally to them. Extension and scaffolding is flexible and spontaneous in order to meet the child's individual targets. Children engage verbally in the 'plan-do-review' process with teachers and teaching assistants as part of their daily routine. Before the children finish their Reception year, they are introduced to both self and peer assessment. Samples of children's work, produced in their child-initiated time, are recorded in their 'Learning Journey'. Writing, maths, topic and letter formation/handwriting work is collated into folders.

### Assessment Annual Diary 2020-21

Week	TERM	AUTUMN	SPRING TERM	SUMMER TERM
1		Look at and analyse previous data (spring term) for new classes Read class reports and individual targets		Year 6 teachers to organise KS2 SATs Week
2		<b>Single word spelling test and NGRT reading tests for all year groups</b> – use results to set targets and interventions as appropriate		Year 2 teachers to organise KS1 SATs timetable
3			L&T Committee meeting on 19 Jan – Report on end of Autumn Term Data	L&T Committee meeting on 4 May – Report on Spring Term Data
4				KS2 SATs
5			YEAR 6 MOCK SATS WEEK	KS1 SATs Commence
6		<b>EYFS and Year 1 baseline assessments</b>	Year 6 assessments for SEN children in preparation for SATS – Let RR know if anyone requires special arrangements	
7		Assess and Review Week for baseline data Complete end of year assessments – use the previous year's Testbase optional tests for Years 4-6, Year 2 SATS papers for Year 3, EYFS criteria for Year 1 Highlight statements on TT for maths and use assessment grids for reading and writing		
8		<b>Year 2 and Year 3 mock phonics test</b>		

	<p>All year groups to assess where children are at this stage in the year and enter data into TT for reading, writing and maths</p> <p><b>Set end of year and end of Key Stage Targets</b></p> <p>21 &amp; 22 Oct - parent consultation evening to be held virtually: Reporting on how children have settled into school, wellbeing, gaps and targets to help catch up</p> <p><b>L&amp;T Committee meeting on 20 Oct</b> – Report on curriculum development and provide an indication of the progress of the children after a substantial time off school</p>		
<b>HALF TERM</b>			
1		23 & 25 Feb - parent consultation evening: Reporting assessment information to parents	<b>Year 1 and 2 Phonics Screening Checks</b>
2			<b>Year 4 Multiplication Tables Check</b> Assess and Review Week – Optional Tests for Y3-5 Highlight statements on TT where necessary
3		<b>11 March – Year 6 SATS meeting for parents</b>	<b>25 June</b> - Deadline for all assessment data (Core & Foundation subjects) to be entered onto TT (Staff meeting on 23 June provides time for this)
4	Order KS1 and KS2 Modified Tests	Assess and Review Week Highlight statements on TT for maths and use assessment grids for reading and writing	<b>Reports to Headteacher by 2 July</b> Tracking Pupil Progress meetings with LoS: Data analysis, completion of Tracking Sheets and action plans
5	Assess and Review Week Highlight statements on TT where necessary <b>Year 2 and 3 phonics screening tests to be conducted</b> <b>4 Dec</b> - Deadline for all assessment data (R, W, M & Sc) to be entered onto TT (Staff meeting on 2 Dec provides time for this)	<b>26 March</b> - Deadline for all assessment data (R, W, M & Sc) to be entered onto TT (Staff meeting on 24 March provides time for this)	Complete foundation subject step judgements on TT, highlighting statements where necessary.
6	<b>No Data meeting for Governors this year</b> <b>Year 1 Mock phonics assessments</b> Tracking Pupil Progress meetings with LoS: Data analysis, completion of Tracking Sheets & action plans	Tracking Pupil Progress meetings with LoS: Data analysis, completion of Tracking Sheets & action plans	Transition morning on Friday <b>16 June</b> Transition meetings – sharing class info with new teachers <b>Analyse SATS results and complete end of year outcomes report.</b> <b>Reports go out to parents</b>

**Assess and Review Week:**

- Complete science assessments (statements and steps) – subject leader to monitor
- Complete computing assessments (statements) – Subject leaders to monitor
- Complete foundation subject end of unit assessments and highlight statements on TT as appropriate. STEP assessments need to be made for all subjects at the end of the year– subject leaders to monitor
- Review and update SEN support plans
- Review progress made by different groups of children, e.g. pupil premium and academically more able

**Tracking Pupil Progress Meetings**

The assessment data in core areas of learning is analysed by leaders and teachers, then used to identify children, groups or cohorts who are underperforming or not making expected progress. Individual children are identified and tracked, in class or out of class interventions are put in place to support these children and they are monitored by Leaders of Standards. Targets are set for year groups/classes to improve standards for particular groups and the whole class. Year group action plans are completed.

Teachers also need to consider children's spelling and reading ages (and The Boxall Profile where necessary) to gain a full understanding of the child's abilities.

## When children leave school, will they be able to know everything they need to succeed?

The Hawthorns School aims to give our children the reading, writing, maths, ICT and science skills needed to be competitive in the high-tech workforce of the upcoming generation. They will have developed good study habits that will serve them well in further education. But are they prepared for life? We are aiming to instil in our children the attributes and skills, as well as the knowledge, which will enable them to be successful adults in today's society. Skills that can be transferred across all disciplines enhance their learning and create well-rounded human beings. We have called these skills '*Aspirational Qualities*'. We feel that children (and adults!) should be constantly aspiring to develop these life skills in deeper and more sophisticated ways. We believe that the development of these qualities will be instrumental to children at the Hawthorns becoming well-rounded individuals with a healthy self-esteem and the capacity for lifelong learning.

## Our Aspirational Qualities

1. **Persisting** *Keep trying!*
2. **Managing impulsivity** *Take your time!*
3. **Listening with understanding, being empathetic.**  
*Treat others as you would like to be treated.*
4. **Thinking flexibly: create, imagine, innovate**  
*Be imaginative!*
5. **Thinking about thinking (metacognition)**  
*Time to think*
6. **Striving for accuracy** *Do your best!*
7. **Questioning** *Ask questions*
8. **Thinking and communicating clearly**  
*Be clear about what you're saying*
9. **Gathering data through the senses; using and applying knowledge**  
*Learn from all experiences!*
10. **Responding with wonderment and awe**  
*Find wonder in the world.*
11. **Taking responsible risks** *Don't be afraid to try!*
12. **Thinking interdependently** *Work together!*
13. **Well-balanced** *Work, rest, play!*
14. **Finding humour** *Laugh a little!*

These qualities are beautifully illustrated by stunning photographs which are on display throughout the school as a reminder to the whole school community, and are also becoming fully integrated into lessons and all of school life.



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