



# **Ferndown First School**

## **TEACHING, LEARNING, ASSESSMENT & FEEDBACK POLICY**

**January 2021**

## **Introduction**

- This policy combines Teaching, Learning, Assessment and Feedback including Marking, taking into account the recommendations of the March 2016 Report of the Independent Teacher Workload Review Group.
- This policy reflects a consensus of the teaching staff and has the agreement of the Governing Body
- The implementation of this policy is the responsibility of all staff.

## **Purpose**

At Ferndown First School, we believe in the concept of lifelong learning and the notion that learning should equip children with the skills to be valuable members of our future society.

## **Climate & Culture**

- To ensure children are in the best place for learning, we believe staff must foster positive relationships with their children. Children must feel safe and trust their teacher if they are going to develop the self-belief and resilience that it is appropriate to make mistakes and to learn from them.
- Staff are expected to promote a love of knowledge and learning and promote children's intellectual curiosity.
- Pupils are expected to be challenged, work hard and produce high quality learning, which they take pride in and talk about enthusiastically
- The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through ensuring:
  - a calm, welcoming and effective working environment,
  - positive and trusting, relationships with children,
  - positive role models who display courtesy, kindness and respect
  - a fair and disciplined environment, in line with the school's behaviour policy
  - Pupils' success and achievements are celebrated and children feel valued.
  - up to date professional development and a high level of professional expertise

## **School Definition of Learning**

We define learning as:

***'The process of acquiring the essential knowledge, skills understanding and behaviours required for deep understanding'***.

For this process to happen, the relationship between memory and learning is key. We understand for learning to happen there must be a change in the child's long-term memory. **(Appendix 1)**

## **Process of Learning**

We believe the best learning experience sits between what has been learned and what is to come. Learning is incremental, progressive with knowledge building up over time. Therefore, learning should be carefully sequenced across all subjects. The way lessons and units of work are structured reflects our understanding of the learning process.

We believe that for something to be truly learned, important information is gradually transferred from short-term memory into long-term memory. The more the information is repeated, remembered or used, the more likely it is to be retained in long-term memory.

## **How Learning Occurs**

The learning process can be described under the following headings:

### **Connect**

- Topics and units of work are introduced through big picture and enquiry questions; this orientates the learner by giving an overview and shows how the learning will be organised. Learning is 'hooked' onto children's previous knowledge and framed within future learning. New learning is summarised providing initial exposure to key ideas and vocabulary. This engages curiosity and stimulates interest.

### **Describe**

- Learning intentions are shared in all lessons using child friendly language and beginning with 'We are learning to'. Visual images are used to support those children who need it. Reasons for learning are made explicit. When appropriate, curricular targets for writing and maths are referred to and the skills needed to achieve them taught, at the start of and throughout lessons. Progression in skills/targets are shared with pupils. Short term planning is modified for individuals or groups of learners. A 'learning wall' for English and maths supports current, successful learning. Learning labels are used to break the learning objective into a must, should and could statement. This supports differentiation.

### **Activate**

- Children are actively encouraged to 'remember' prior learning. Key information and vocabulary needed for the lesson are made explicit. A wide range of planned, structured, engaging and multi-sensory opportunities for learning through talk and exploration of ideas. Where possible new concepts are taught using the concrete, pictorial and abstract approach. Open-ended questions challenge all learners, groups/pairs/individuals, to think and talk. No hands up ensures the participation of all. Think time is provided before children answer. Questions are used to engage curiosity and promote deep thinking. Collaborative opportunities and a variety of groupings are used. Learning is made memorable using stimulating resources.

### **Demonstrate**

- There is a climate of 'if you can, you must' to ensure children apply new learning automatically. Teacher modelling is clear using the 'I do, we do and you do' within lessons. Key skills are clearly taught and rehearsal time provided to ensure automaticity. Opportunities are designed for children to show they know and can transfer their skills. Pupils have ownership of learning and are engaged in challenging tasks designed to ensure they successfully work towards the learning intention. When appropriate, children choose how to present/share their understanding. Movement may be used as a demonstration and memory tool. There are opportunities for collaborative, collective and individual activity. High standards of presentation and achievement are always expected and high standards of written and spoken English are used by all staff. Children are supported to and expected to use full sentences.

### **Assess (Appendix 2)**

- Assessment is an integral part of the National Curriculum statutory procedures. It compliments and assists learning and teaching and relies considerably on the professional expertise and judgement of the class teacher. As an integral part of learning and teaching, assessment measures the attainment and progress of all children in our school and should be considered at the planning stage in order to ensure that learning is matched to all children's needs.

### **Review (Appendix 3)**

- At its heart, feedback is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

## **Monitoring Arrangements**

The Headteacher, SLT, Subject Leaders and Governor Teaching & Learning Committee are responsible for the review of this policy.

Types of monitoring and review may include, where appropriate:

- lesson observations
- learning walks
- book scrutiny and moderation
- Talking to teachers and children.
- Work scrutiny and pupil interviews.
- Monitoring and reviewing attainment and progress by

## **This policy is to be read alongside the following policies/documents**

- Curriculum Policy
- SEND Policy
- Behaviour Policy
- National Curriculum 2014
- Revised Statutory Framework for Early Years Foundation Stage 2017
- Teacher standards 2012

*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

**Ratified on**

**Date Reviewed:**

**Next Review:**

## Appendix 1

### Memory

The stages of memory can be defined as:

- **Sensory memory:** This takes the information provided by the senses and retains it accurately but briefly. Sensory memory lasts such a short time but represents an essential step for storing information in short-term memory.
- **Short-term memory:** This is part of the memory system where limited bits or simple chunks of information that have been attended to are held for a brief amount of time for processing then lost. Short-term memory is a necessary step toward the next stage of retention, long-term memory.
- **Working memory:** This is the ability to hold in mind and manipulate small amounts of information for brief periods of time. We use it all the time, especially for solving problems.
- **Long-term memory:** This stores all the significant events in our lives and lets us retain the meanings of words and the physical skills learned. Its capacity seems unlimited, and it can last days, months, years, or even a lifetime! Triggers and prompts can bring back information that appears forgotten.

**There are two types of long-term memory.**

- **Explicit memory:** our memory of all those things that we are aware of remembering and that you can describe in words such as facts and events.
- **Implicit memory:** our memory expressed by means other than words such as skills as conditioning. For example, when you ride a bike, drive a car or simply tie your shoelaces. Another good example would be recalling multiplication facts.

## Appendix 2

### Ferndown First School Assessment Procedures and Calendar

#### Statutory Assessment

- The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5.
- Children in Year 1 sit the Phonics Screening Check
- Year 2 is the final year of the Key Stage One National Curriculum. A teacher assessment must be made of the child's performance in English, Maths and Science. Children sit a number of tests called SATS, to inform a teacher's judgement.
- Children in Year 4 sit the Multiplication Tables Check (MTC)
- Statutory Assessments are reported to the local authority.

#### Transition

- When a child joins our school in Reception, transition meetings are held in the summer term with Pre-schools to discuss a child's attainment and development.
- When a child leaves our school to go to Middle School, we send their latest teacher assessment results. This is supported by the outcomes from GL Progress tests in English, Maths and Science
- Transition Meetings take place between staff in Year 4 and Year 5 to exchange a range of relevant information about a child's attainment and development.
- If a child arrives at our school mid-year, class teachers make contact with the child's previous school to gain information on attainment and progress within two weeks of admission date.

#### Assessment Procedures

- A child's attainment is measured against age expected outcomes.
- Pupils' work, across all subjects, provides valuable evidence.
- Children in EYFS are assessed against Development Matters, providing a baseline of attainment on entry. The Reception Baseline Assessment is completed in the first six weeks of Reception.
- Standardised reading, spelling and maths tests alongside GL Progress Tests and White Rose Maths Tests are also administered and used to triangulate judgements.
- Teachers will track pupils' progress against the key objectives that have been taught to date in Reading, Writing and Maths. This allows judgements to be made throughout the year based on curriculum coverage at that point.
- Our Assessment Storage System (DCPro) is updated termly.

JUDGEMENTS	DEFINITION	TARGET SETTING
<b>Significantly below (SB)</b>	Children who are working below age related expectations require a personalised learning journey and pathway, which sets smaller personalised steps of progress and measures the progress made.	Teachers use the ILPs to assess the children in reading, writing and maths, as appropriate and set targets for the term. These are progressive and build towards meeting the Assessment Framework for KS1
<b>Well Below (WB)</b>		
<b>Below (B)</b>		
<b>Working Towards (WT)</b>	Child is working towards the expected standard/ objective and is within a year of the expected standard.	Children identified as WT are set targets which aspire to the child narrowing and closing the gap.
<b>Expected (Exp)</b>	Child has met the objective or standard	Children who have achieved the expected standard in the past are expected to maintain this standard. Some of these pupils are expected to move into Greater Depth.
<b>Greater Depth (GD)</b>	Child is working at greater depth within the objective or standard	Children at Greater Depth are expected to maintain this level of attainment and targets are set to aspire to this.

## **End of Year Targets**

- At Ferndown First School, all children are expected to make good progress and all, but our most vulnerable pupils, are expected to meet age expected outcomes at the end of each academic year.
- Targets take into account a child's learning journey to date, including all milestone data.
- Pupil progress is regularly monitored and discussed.
- Intervention packages are implemented to support children's learning ensuring that they "close the gap" and are reviewed every six weeks.

## **Reporting to Parents**

- Brief "on track" reports are written in the Spring Term for all children advising parents of predicted outcomes at the end of the year, based on current attainment and progress during the year. This information is provided in advance of a parent consultation evening, so that teachers can discuss the report in more detail.
- Summary reports are written at the end of the Summer Term for children in to advise parents of pupil's attainment in relation to age related expectations. We also include a celebration of pupil's overall skills and attainment in the Foundation Subjects.
- Parent evenings are typically offered three times during the year.
- In accordance with the SEN Code of Practice, parents are invited to meet with SENCo

## **Moderation**

- Ferndown First School welcomes every opportunity for external moderation and requests moderation for EYFS and KS1 each year.
- Moderation takes place in year teams, Phase teams and at whole school level termly.
- Pyramid moderation events take place at least once a year.

Autumn	September	October	November	December
<b>EYFS</b>	Initial Parent Meetings feed into baseline  Reception Baseline Assessment  Teacher Baseline assessments	Baseline analysis LA Moderation - writing	EYFS Parent Meetings	Pyramid moderation prime areas  Autumn data on DC Pro  Pupil progress meetings  Target setting all areas
<b>Year 1, 2, 3 &amp; 4</b>	Identify any data anomalies from previous year  Target Setting for RWM  Set targets for ILP	Parent Meetings	Staff meeting - moderation	Autumn data on DC Pro  Pupil progress meetings  White Rose maths assessments  Review ILPs Update assessments and set new targets
<b>Other specific</b>	Year 1 GL Baseline  Year 4 MTC Baseline			
<b>SMT</b>	GL Reports analysis		ASP Dashboard	Whole school data analysis

## ASSESSMENT CALENDAR

Spring	January	February	March/April
<b>EYFS</b>		Staff meeting - moderation Progress reports completed	Parent Meetings – progress reports Spring data on DC Pro Class data audits Final data predictions
<b>Year 1, 2, 3, 4</b>	Young's Spelling Screening NFER Reading Test (Y2 3 4)	Staff meeting - moderation Progress reports completed	Parent Meetings – progress reports White Rose maths assessments Spring data on DC Pro Class data audits Final data predictions Review ILPs Update assessments and set new targets
<b>Other specific</b>		Year 1 Phonics Prediction	Year 2 SATS Parents Meeting
<b>SMT</b>	Whole school analysis shared with governors Progress report format to be agreed		Whole school data analysis



<b>Summer</b>	<b>April- May</b>	<b>June</b>	<b>July</b>
<b>EYFS</b>	Staff meeting – moderation	End of year reports completed EYFS Profile data sent to County	Update reading pathways
<b>Year 1,2 3,4</b>	Staff meeting - moderation	Phonics screening End of year reports completed GL Assessments	Update Reading pathway Young's Spelling screening White Rose assessments Review ILPs Update assessments and set new targets
<b>Other specific</b>	Y2 SATS assessments Y1 Phonics Parents meeting	Y1 & 2 Phonics screening Statutory Data to County Year 4 MTC External Moderation	
<b>SMT</b>		Moderate EYFS Profile Moderate Y2 Teacher Assessments	Whole School Analysis GL Analysis

## **Appendix 3**

### **FEEDBACK INCLUDING MARKING**

Feedback is crucial to the learning process. Research shows that when done effectively feedback has a significant impact on children's progress.

#### **What does effective feedback look like?**

Feedback should inform children about their current performance and ensure that they are clear on their areas of strength and weakness.

After feedback children should be clear about what their next steps are and how these will support them to be successful.

The long term focus should always be on improving the child and their understanding of the subject and not a single piece of work. With this in mind it is essential that we equip children with the skills to self-assess. Teachers will ensure that mistakes and errors do not continue to happen by using time during collaborative planning to adapt curriculum coverage and sequencing of learning.

It is important to note that to be effective, feedback must focus on eliminating errors in future work – the sole purpose is not for children to make corrections to individual pieces of work at the time, but to enable improvements when moving forward for a long term benefit.

#### **Effective feedback should**

- be meaningful, motivational and manageable
- help children to see what they have done well
- give clear and specific guidance on how the work can be improved
- relate to learning objective
- help the child in “closing the gap”
- Identify errors in specific elements of a child's spelling, grammar and punctuation in accordance with age related expectations and if developmentally appropriate.
- inform future planning and individual target setting

#### **What doesn't work?**

- Marking every piece of work
- Writing the same comment in numerous books
- Asking children to action their improvements as a quick starter with no guidance
- Correcting mistakes and expecting children to correct errors
- Lengthy written teacher comments
- Marking every single mistake
- Assuming every child will be able to engage with your marking
- Providing superficial/lavish praise

To ensure maximum impact with a manageable workload, teachers do not mark every piece of children's written work. At the end of a lesson teachers look through all a children's learning and complete a class feedback form (Appendix 1). These are stored in the teachers planning folder.

## **Whole class marking should facilitate the following**

- Re-teaching and addressing of common errors and areas of weakness
- Opportunity to correct misconceptions and gaps in learning
- Identify the difference between errors and mistakes.
- Timely feedback
- Development of a children ability to self-assess
- Verbal feedback to whole class and individuals
- Time to reflect, consider and action next steps
- More effective teacher led feedback
- Feed into collaborative planning sessions to support further planning

## **Live marking**

During lessons, live marking provides instant feedback to children on how they are progressing. Teachers use pink and green highlighters to identify success and areas for improvement. It is particularly useful in maths where children can be guided to incorrect answers quickly. Teaching assistants can live mark under the direction of the class teacher.

## **Return to marking**

It is essential for children to spend time reflecting on and actioning improvements. Feedback sessions should be purposeful and children should be clear about what they need to edit/improve and how they can go about this. This time will also allow the teacher to circulate and provide individual feedback for identified students.

## **EARLY YEARS FOUNDATION STAGE**

- In EYFS, the majority of evidence is observation based. This is stored on the Tapestry App on the teacher iPads. Where applicable, observations will be accompanied with a photograph.
- These observations are cross-referenced to the relevant EYFS Development Matters Framework Statements.
- Exercise books are used for Teacher and TA Focus Groups in English and Maths where learning is recorded by the child.
- Evidence in these books is marked using pink and green highlighters. We endeavour to mark the work in these books alongside the child, as verbal feedback is the most effective kind for children in EYFS.

## **SUPPLY TEACHERS AND TEACHING ASSISTANTS**

- TAs can be directed to pink and green specific, simple, right and wrong answers or indicate obvious mistakes in the process, for the groups of the children they are supporting in class and for their interventions or provide feedback for the teacher on a post-it
- There is no expectation that Senior TAs and HLTAs do any more detailed marking than defined above.
- Supply teachers are required to mark work in accordance with this policy.