



Darlinghurst

ACADEMY

Teaching, Learning & Assessment Policy

Date created	29.1.18
Version	V2
Status	Final
Applicable to	All Staff
Author	L Hahn
Checked by	E Nicholls
Valid from	September 2017

Darlinghurst School

Teaching, Learning & Assessment Policy

Mission Statement

Achieving Excellence Together

Core Values

Achievement, Belonging, Confidence, Determination and Excellence

Lifetime and Learning Skills

- Becoming Better Learners
- It's up to me
- Knowing me, knowing you
- Learning Together
- Speaking and Listening
- Think, Think, Think!

The Darlinghurst Direction

Outlines the essentials and fundamentals that support Teaching, Learning and Assessment within the school. It is a quick guide that lists the rudiments of practice in the school, built upon the principles within this policy. (See appendix 1)

Aims

It is our aim to provide high quality learning experiences within all we do; in the Curriculum, in the school environment and the interactions between all members of the school community.

We believe that we teach children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; teaching, learning and assessment should not just be seen as an isolated activity that happens within the classroom.

Purpose

The purpose of this policy is:

- I. To set out a clear high expectation and a common approach to Teaching, Learning and Assessment so that all stakeholders are all aware of and can work towards the highest possible standards of education.
- II. To constantly improve the quality of Teaching, Learning and Assessment by:
 - Establishing a range of good practices in respect to T,L&A
 - Sharing a clear direction which is followed by all teaching staff
 - Developing a consistent approach to T,L&A
 - Raising the level of children's achievement and progress through the application of effective pedagogy.
 - Providing agreed criteria and focus for monitoring learning and teaching.
 - Providing a framework against which to identify professional development needs for individuals, teams and whole staff.

Principles

The following principles of T,L&A, guide the work of the school, through a culture of high expectations for everyone because we know that high quality learning and teaching experiences support children to be able to lead happy and rewarding lives, in this rapidly changing world.

- Learning is at the center of all we do - learning is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning.
- Everyone has the right to be successful and has the ability to achieve; all children are capable of learning anything, when given the appropriate support and challenge.
- Through the teaching of core skills, we aim to equip our children with the skills to learn and a clear understanding of how they learn, becoming reflective children and thinkers.
- We strive to raise standards and progress, knowing that we all need to know what to do in order to improve and how to do it, preparing to be better tomorrow.
- We promote and develop growth mindsets, in all children in the school community.
- Central to our philosophy is for learning to be enjoyable, for children to thrive and be empowered with the opportunities and confidence required for them to have to take responsibility, take risks and become independent learners.
- We endeavor to develop young people who can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
- Shaping the future is intrinsic to all that we do.

Excellent Learning

The Connected Curriculum provides a framework and starting points for exciting, engaging and motivating learning that as a school, is developed innovatively to suit our context. We adopt, adapt and create the curriculum, making connections between children and their communities. Our curriculum recognises and provides a balance of thematic and discrete teaching with an emphasis on knowledge and skills.

In order to enable children to achieve their full potential, learning experiences should provide opportunities to:

- Become increasingly independent and self-motivated.
- Receive next steps on how to improve outcomes.
- Make significant progress and build upon own successes.
- Acquire essential skills for life and practice them in a variety of situations.
- Become active learners.
- Communicate appropriately and effectively in a variety of ways.
- Work collaboratively and independently.
- Use technology as an aid to / to enhance learning.
- Value themselves and others – develop a sense of belonging.

Children learn best when:

- The pedagogy is tailored to their learning needs.
- They know what is expected of them.
- They are given regular and timely feedback that provides a next step.
- They show interest in how well they are doing and know how they can improve.
- Learning is tailored to their needs – appropriate support and challenge.
- The curriculum is relevant and they are equipped to learn.
- They are interested, happy, enthusiastic and motivated.
- They feel secure, praised, rewarded, encouraged and their success is celebrated.
- They have a good relationship with staff and peers who treat them with respect.

Excellent Teaching

All teaching staff are responsible for ensuring the following happens consistently in their classrooms.

Lesson structure and climate

- Identify the most appropriate and effective activities for key learning and performance indicators.
- Ensure that expectations are made clear to children and the focus on key learning is maintained.
- Use a range of teaching resources, styles and appropriate pedagogical strategies.
- Plan and deploy adults effectively, working in partnership with them to maximise children's progress.
- Create a stimulating environment that promotes collaborative and independent learning.
- Provide support and challenge to ensure progress is made by all children.
- Provide opportunities for children to contribute to learning, providing constructive feedback to each other.
- Manage the classroom in a manner that promotes positive behavior for learning and create a safe and healthy environment.
- Wherever possible, create opportunities to enhance spiritual, moral, social and cultural awareness. (SMSC)

Assessment for learning within lessons

The Fundamental approach to assessment reflects the mastery approach to learning and supports the premise of 'no learning left behind'. Improving learning through assessment depends on: effective feedback to children; active involvement of children in their learning; adjusting teaching and taking account of results of assessment; recognizing that assessment has a profound influence on motivation and self-esteem; and the need for children to be able to assess themselves and understand how to improve. (Paul Black and Dylan Wiliam, 1998)

- Ensure no learning is left behind.
- Enable all children to know their strengths and areas for development.
- Ensure that all children progress in and across lessons.
- Ensure that planning learning lessons are amended to ensure that teaching and learning is responsive to the needs of all children.
- Gather information about progress and attainment of individual pupils, groups and cohorts, which can then be used to set specific targets, and identify strengths and areas for development in learning.

Feedback

- *Timely feedback makes a difference, targeting and informing future planning.*
- Feedback adheres to the marking policy.
- To address immediate needs and expectation, feedback should include a range of formative feedback in books, 'live' marking and next step teacher marking. Editing and proof checking – children need to be guided in their appropriate use and encouraged to reflect on their own learning.
- A range of feedback prompts could include the use of reminder prompts, scaffold prompts and example prompts.
- When marked work is returned, children must be given the opportunity to make focused improvements in response to the next steps.

(For further details, please refer to the Academy's Marking Policy)

Assess-Plan-Teach-Do-Review Philosophy

Aims

To set out a clear set of high expectations and a common approach to marking and feedback so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. Our evolving a mark-plan-teach-do-review philosophy, alongside a range of tools and strategies ensures we strive to fulfil the aims and principles within our policy.

1. **Assess:** Identify prior and current knowledge. Identify gaps and needs.
2. **Plan:** Planning is a process not a product. Support and challenge needs to be adapted regularly in order to meet the needs of all children.
3. **Teach:** Go with the learning: the flow of great progress is more important than following a lesson plan.
4. **Do:** Timely feedback (on the spot marking or next lesson response time) makes a difference as it helps the teacher to target misconceptions and inform future planning to ensure progress is made by all.
5. **Review:** Evaluate learning. Teacher, child and peer can evaluate the understanding and progress thus informing future planning. Ensure no learning is left behind.

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better" (Prof Dylan Williams).

Assessment

Summative Assessments

Children in Y 2,4 will complete SATs assessments 4x a year. Years 3,4 and 5 will complete NFER tests 3x a year to support teacher judgements. These summative assessment results will be shared with parents during Parent Consultations and in mid-term and end of term written reports. The purpose of sharing this information is to foster effective home-school links and to promote parental support.

Teacher Assessments

Teachers consider summative assessment data alongside children's work in books, class participation and learning outside the classroom, parental/carers contributions and homework in order to inform their final teacher judgements.

Curriculum coverage is shared with parents via the Academy's website outlining the programs of study and termly planning. The overriding purpose of sharing this information is to support learning for all our pupils. Pupils identified as not achieving age related expectations or good/greater progress will receive intervention and support.

In school and external moderation will be conducted to ensure our judgements are in-line with National Expectations.

Nationally standardised summative assessment

Outlined in the following links are the Statutory Assessment requirements (please note these dates are subject to change).

<https://www.gov.uk/government/publications/2016-assessment-and-reporting-arrangements-pdf-format-versions>

Reflective Practice

All teachers are responsible for:

- Undertaking performance management reviews as part of the appraisal cycle.
- Presenting progress information at children's progress meetings each term.
- Demonstrating a willingness to adapt their practice to maximise children's learning and progress.
- Embracing opportunities for sharing good practice within their phases and across the school, participating in CPD opportunities and through professional partnerships.
- Showing commitment to developing the key priorities within the schools AIP, ensuring they fulfil their role, as teacher, in addition to being a member of the wider school community.

Policy Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.