



## Embleton Vincent Edwards C of E Primary School

Policy	Teaching and Learning	
Policy Number	P023	
Ratification Date	Autumn 23	
Review Date	Autumn 25	
Signed	<i>Alan Craft</i>	Chair of Governors

We believe in the need for an engaging, skills-led curriculum, which encourages and nurtures children's self belief, enthusiasm, independence, curiosity, resilience and emotional intelligence. We want our pupils to think creatively and with increasing independence, developing the learning skills, self-reliance and adaptability they will need to meet the challenges of the 21st Century. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### Teaching

All teaching will be structured to maximise learning opportunities and activities will be planned in accordance with the following principles:

- build on previous learning
- set high expectations for all
- success criteria explained, including why the activity is important
- presented in a range of styles
- develop core skills in English and maths
- opportunities should be available for the children to build up their own understanding through various activities
- opportunities should be available for the children to review and reflect on what has been learnt at regular intervals throughout the lesson
- opportunities should be available for feedback to the children, celebrating success and reviewing learning strategies
- targets should be available for the children in order for them to understand what they are working towards

### Embleton Expects

Through work with the children, the school has developed a set of non-negotiable expectations that underpin all that we do at school. This is known as 'Embleton Expects':

- Try our hardest
- Show kindness to others
- Be sensible and use common sense
- Listen when someone else is speaking
- Use the grammar, punctuation and spelling that has been taught
- Think carefully about our presentations
- Use the '5Bs' to help us as we work

### Classroom Environment

We use natural colours and materials as much as possible in our school. There is much

evidence to suggest that bright colours and busy displays can be distracting for learners. We change displays regularly to ensure that recent work is celebrated. All classrooms have a range of dictionaries, non-fiction and fiction books. Resources are available for children to access as part of their learning, and children are encouraged to do so independently. Chromebooks and ipads are available for research and the use of educational apps. All children in KS2 have their own allocated Chromebook

### **Subject evaluation**

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with other teachers, pupils and parents, monitoring books and/or planning, conducting learning walks and informal observations. They will also check the medium and long term plans to ensure coherence, progression, coverage and depth. Each subject has a governor champion. The subject leader and their governors meet at least once a year to discuss how the subject is progressing in school.

### **Assessment for Learning**

Teachers continually assess where children are in their learning and adapt teaching accordingly both within, and between, lessons. Verbal feedback occurs continually enabling misconceptions to be addressed and small steps in learning to be taken progressively. Please see the Feedback and Marking Policy for further information.

### **Assessment of Learning**

Children are formally assessed at 3 points during the year in reading and maths through the use of PUMA and PIRA tests (Rising Stars). These assessments take place as below:

- End of Christmas Term
- End of Easter Term
- End of Summer Term (YR only completes summer assessment)

The school also uses No More Marking to assess writing annually for Year 1 upwards.

These tests allow our school to be assessed against a much larger cohort of children nationally. External tests for children in Year 6 will take the place of internal ones during the summer term.

Moderation of work within school, as part of the Alnwick partnership, as part of the church schools partnership, and within the wider LA area, takes place regularly across a range of subjects to support teacher assessments.

Children are assessed informally both weekly and half-termly using a range of means such as:

- half-termly RWI banding
- weekly CLIC maths tests

Individual children may have other assessments to support specific needs.