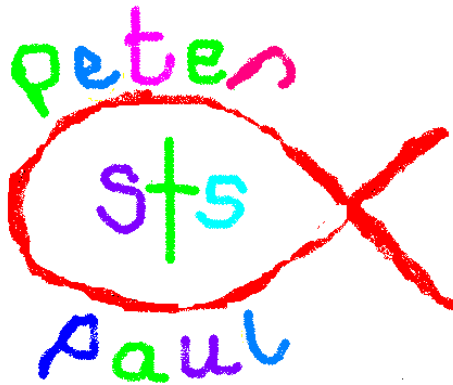


Ss. Peter and Paul Catholic Academies



Learning to Value

Learning to Give

Learning to Achieve

Growing together in the Peace of Christ

Teaching, Learning, Assessment and Moderation Policy

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Pax Christi Catholic Partnership

Teaching, Learning, Assessment and Moderation Policy

Purpose

This policy has been produced to support effective teaching, learning, assessment & moderation at Ss. Peter and Paul's Catholic Academies. It also includes the arrangements for the monitoring of teaching and learning.

We believe that the methodology and expectations for teaching and learning have the greatest impact on raising standards of achievement for all pupils in the school. Assessment and moderation plays an important role in the quality of teaching and learning in any school and this is reflected in the policy. We recognise that assessment and moderation is important in all subject areas and is a key tool in improving children's learning.

We monitor teaching and learning in a variety of ways to enable staff to feel more confident in delivering teaching and learning opportunities and to become reflective practitioners and teachers. This policy outlines the purpose, value and management of teaching, learning, assessment and moderation at our schools. It is also designed to demonstrate how the monitoring of teaching and learning is implemented in the school.

Inclusion

Ss. Peter and Paul's Catholic Academies aim to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Children with Special Educational Needs will be given support to access the curriculum at an appropriate level to enable them to reach their full potential.

The Nature of Teaching and Learning:

- High quality teaching is necessary to promote high quality learning. It is associated with high expectations of the children and well-planned learning experiences, which clearly lead towards the stated aims and objectives. It is the role of all the staff, working with the Governing Body, to secure and sustain effective Teaching and Learning throughout the school and to set targets for improvement.

- In order for learning to have the greatest impact, opportunities in the curriculum should be wide and varied, well-structured through careful planning and adult intervention where appropriate.
- Attitudes and relationships have a powerful effect on the effectiveness of the Teaching and Learning process and they provide motivation, support and encouragement.
- The planning of the curriculum and its assessment are seen as integral to the process of learning and are interdependent upon one another.
- The development of study skills, Thinking for Learning and Philosophy for Children will contribute to the independence of learners.
- The monitoring and evaluation of the quality of teaching and the standards of learning are essential to raising the achievements of all pupils.
- An effective partnership with parents is essential to the process of learning.
- It is essential to recognise the importance of the classroom climate, the quality of relationships, and the quality of the learning environment and the behaviour of pupils.
- Teaching and learning fosters good or better progress which can be seen both over time and during the course of a lesson.
- Both teachers and learners have preferred styles of teaching or learning. The most effective learning processes are different for different children.
- It is essential that pupils appreciate the value of working together and develop respect for other people and different opinions.
- The value of 'talk for learning' is recognised for all pupils.

The Procedures for Teaching and Learning

- Ss. Peter and Paul's Catholic Academies follow the aims and objectives set out in the National Curriculum. In Reception, the Early Years Foundation Stage curriculum is followed. Planning, teaching and learning should reflect all aspects and coverage of the National Curriculum.
- Learning objectives must be shared with pupils every lesson.
- Success criteria are used to scaffold children's learning and to support them.
- Plenaries can either be threaded or as a summary of the lesson and should take learning forward.
- Pupils learn best when they are encouraged to question, discuss, and collaborate in problem solving tasks, recognising concepts of fairness.
- It is essential we offer a range of teaching styles to ensure all children have the same opportunities for learning.
- Suitable differentiation should be a feature of each and every lesson.
- Higher order thinking questions should be woven into lessons where appropriate.
- Effective questioning should aid pupils' understanding and should scaffold their learning. Pupils should also be encouraged to pose their own questions.
- Deployment of additional adults should be indicated on planning and should demonstrate how they support different groups of learners over time.
- Planning should indicate which groups of learners will be supported by the teacher in a particular lesson/session.

The Nature of assessment and Moderation

Assessment takes many forms, from self-assessment, peer assessment and formal and informal teacher assessment, to the statutory assessments carried out in the Early Years Foundation Stage and at the end of Key Stages 1 and 2. At Ss. Peter and Paul's Catholic Academies we recognise all assessments as being valid and worthwhile and that different assessments can be used for different purposes. All assessment should be used to inform future teaching.

There are two parts to assessment:

Assessment **of** Learning - used to make judgments about attainment and to find out what pupils know.

Assessment **for** Learning - the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Moderation is used to ensure consistency amongst teachers of levels of attainment, progress measures and judgements of children's knowledge, skills and understanding. Details of when Moderation and Assessment take place can be seen in Appendix 1.

Assessment and moderation provides key information to assist teachers' planning and pupils' learning in order to ensure a quality education is provided for all pupils.

The Reasons for Assessment and Moderation

Assessment and moderation provides key information to assist teachers' planning and pupils' learning in order to ensure a quality education is provided for all pupils.

It is important that assessment and moderation enable the class teacher to evaluate their teaching and the children's learning. This will help teachers to answer the following questions:

- Has the class overall learned what I planned? If not, which areas need further consolidation?
- Are all the pupils making progress?
- Are pupils making sufficient progress against national expectations?
- Are pupils making sufficient progress compared to other groups of learners in the school? E.g. previous cohort?
- Which individuals or groups need more support in which areas?
- Which pupils require further challenge?
- Do I need to re-evaluate how resources and staffing are being deployed in order to best support all children?

Assessment and moderation enables pupils to evaluate their own learning. It should encourage them to ask and answer questions such as:

- Am I making good progress?
- What progress have I made?
- What could I do to improve?
- What targets can I set myself?
- Am I achieving my targets?
- What do I feel successful in?
- What kind of support can help me to feel more successful?

It is important that parents and carers know about their child's progress and achievements. Assessment information will be available at parent consultation meetings, through statutory attainment data information being sent to parents and carers and via feedback from the class teacher about homework tasks. Parents and carers may wish to know the answers to the following questions:

- Is my child making good progress?
- Are there any major areas for further support or extension?
- How is my child progressing and what is their achievement when compared with others of the same age?
- What can I do to help?

Assessment and moderation information is used to inform the Local Authority and Government whether the school:

- Is progressing against their targets
- Is progressing in line with LA targets and whether the LA priorities are being met
- How our development plans are progressing
- Can demonstrate that pupils are achieving national curriculum expectations and EYFS levels in line with national and local expectations
- Is performing in line with other similar schools
- Is providing sufficient opportunities to ensure that all pupils are securing expected or better than expected progress

Assessment and moderation information is used to inform the Head teacher, Governors and Senior Leadership Team whether:

- The pupils are making sufficient progress
- The teaching of each group is effective
- Accurate judgements have been made about areas of strength and those for development
- Pupils' progress is in line with the school's targets
- The school's performance data is comparable with national and local data
- There are any specific barriers to learning for specific groups of learners

Procedures for Assessment and Moderation

All teachers are expected to provide assessment tasks according to the agreed timetable (see Appendix 1). These will be moderated with Key Stage colleagues, and across the Key Stages, unless they are standardised tests which are results based. Teachers will also make continual formative assessments throughout the year. Teachers use "Not As We Know It" Curricular target sheets from Year 1 upwards to make judgements about children's coverage of curriculum, progress and attainment. These will be filled in detail (Cross referenced and dated) for six children in each class for Mathematics and English and for three of these children in all curriculum areas. These files will be monitored by SLT. Pupil Progress Meetings take place termly with SLT.

Statutory assessments will be carried out in the Early Years Foundation Stage and at the end of Year 2 and Year 6 according to Government guidelines. Children in Year 1 will undertake a statutory phonics screening check. It is the Head Teacher's duty to ensure all statutory tests are completed according to DfE regulations.

Children take reading tests Termly and comprehension tests twice a year and the data is fed back to SLT for analysis. Numeracy progress tests will also be carried out twice yearly.

Data for all children will be added to itrack termly for Speaking and listening, reading, writing, all areas of Maths and R.E. This will be under the titles of each year group emerging, developing, secure, deep and mastery. This is in line with the wording used by the Bedlington Partnership to aid cross school moderation. Teachers will also be encouraged to refer to the performance level indicators for the end of each Key stage. It is the job of the SLT to ensure that levels given in itrack match the assessment sheets, teacher planning and the work evident in children's books.

The Governing Body will receive results of all statutory assessments and is made aware of the Assessment and Moderation timetable (see Appendix 1) and its connection with target setting. They will also receive a report on all itrack data.

The DfE and Local Authority must receive all statutory assessment results for their own annual publications.

The Nature of Monitoring Teaching and Learning

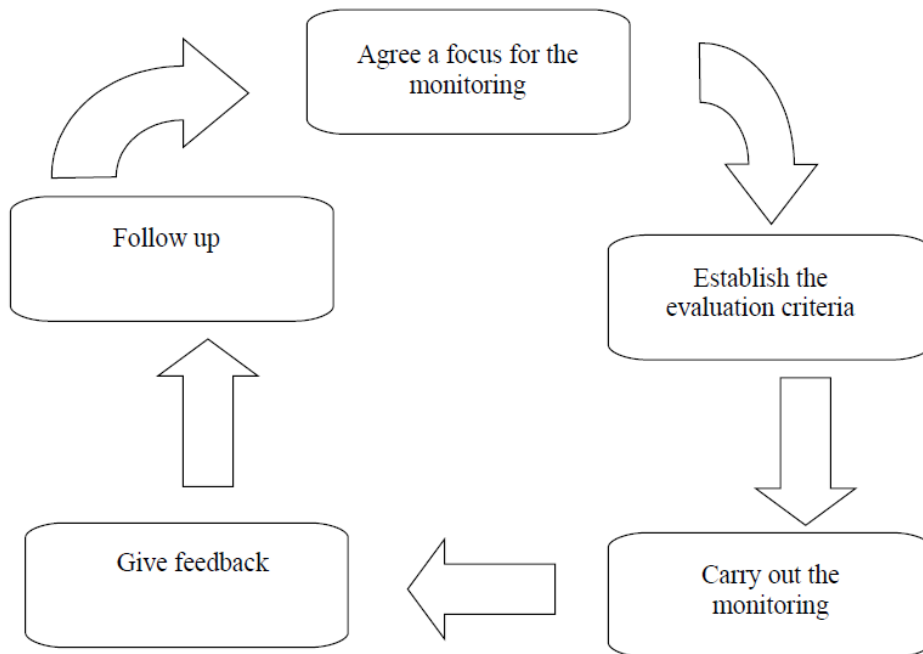
- Monitoring enables Ss. Peter and Paul's Catholic Academies to fulfil its duty in knowing about standards, practice and areas for development.
- It enables staff to improve their teaching and practice through observations, discussions and opportunities to reflect on what is successful as well as areas for development.
- It helps to identify strengths within the school and to develop these.
- It helps to identify areas of development within the school and to inform the School Development Plan and Appraisal targets.
- Monitoring assists with the Appraisal and Capability processes at our schools and helps teachers and staff identify targets for their personal development.

Monitoring may fall into the following categories:

Governor visits
Lesson observations
Work scrutiny
Planning scrutiny
Learning walks
Pupil interviews
Staff interviews
Annual stakeholder questionnaires
Policy reviews

For all monitoring it is important that there is a sharing of information and an agreed focus and timescale drawn up. All observations will form part of the Monitoring of Teaching and Learning Timetable (Appendix 4).

Procedures for Monitoring



Procedures for Lesson Observations

- Once a date has been set for the observation, the focus must be agreed between the observer and the teacher/member of staff to be observed.
- Planning for the observed lesson must be available in the classroom on the day of the observation. Observers may request to know how this individual lesson is part of the sequence of lessons. In this instance the observer may be referred to the planning for the sequence of lessons
- Ensure that there is a seat for the observer within the learning area, which will allow the session to be observed easily without infringing on the lesson itself.
- The lesson observation pro forma (Appendix 3) is used to record the observation.
- The observer may give a brief verbal feedback to the person being observed but will write a more detailed observation within 3 days and will share this with the Head Teacher and the teacher who was observed. Any feedback should be at an agreed time and place and confidentiality should be maintained.
- Feedback following a lesson observation should be a dialogue between both parties which enables the person being observed to reflect upon his/her own practice.
- Follow up – this may take many forms, at the agreement of both parties and which may include further lesson observations which are in a supportive capacity, team teaching, peer observations, training opportunities, informal examples of improved practice from either party.

Where two consecutive observations have raised concerns about pupils learning and/or progress a Professional Development Plan will be put into place by the Head teacher which will be monitored by the Senior Leadership Team.

Effective Feedback

Effective feedback should:

Provide confirmation: Feedback should clarify what good performance is. It should confirm good practice and what it is that makes it good. It should facilitate the development of self-assessment (reflection) in pupils' learning and understanding.

Identify Strengths and Areas for Development: Feedback should deliver high quality information to the person being observed about their practice. It encourages dialogue

Procedures for Learning Walks

- The focus for learning walks will be agreed by senior staff in line with school priorities and will be shared with all staff in advance of the learning walk.
- The format of the learning walk will be shared with staff beforehand.
- The observers will spend around 10 minutes in each learning area, watching a small part of the learning and talking to two or three children about what they have learned.
- The learning walk example pro forma (Appendix 7) will be used to make notes and for feedback. This should be tailored to the focus of the learning walk and the criteria shared with staff in advance of the learning walk.
- The overall findings will be shared with all staff.
- Feedback will be to staff individually only if appropriate.

Roles and Responsibilities

A range of people will be used to aid the implementation of this policy and to help secure and sustain effective Teaching, Learning, Assessment, Moderation and Monitoring of Teaching and Learning. These will include:

All staff:

- Ensuring that the Teaching, Learning, Assessment and Moderation (including the monitoring of teaching and learning) Policy is implemented.
- Developing dialogue with teachers based on the discussion of classroom observations and formal and informal feedback.
- Ensuring the Assessment and Moderation timetable is implemented.
- Working alongside one another to support and develop practice.
- Ensuring that equality of provision is given to all pupils
- Designing and/or supporting intervention programmes that promote good or better progress.

The Senior Leadership Team:

- Providing time, resources and training on a strategic basis.
- Maintaining an overview of pupil progress across the school and sharing this with staff, governors and the LA.
- Complying with regulations for statutory examinations.
- Ensuring that every effort is made to ensure provision meets the needs of all pupils including those with special educational needs. This will include access to National
- Tests.
- Maintaining an accurate record of formal pupil levels through the use of Itrack and SIMS.
- Developing strategic plans that promote improvements in teaching and learning and in pupil progress.
- Ensuring continuity of transition between year groups and Key Stages.
- Overseeing and evaluating the progress of pupils in learning.

- Monitoring the quality of the learning environment.
- Ensuring that there is coverage in the subject area.

Class Teachers:

- Meeting the relevant standards in accordance with national standards for teachers and job description/s.
- Ensuring continuity and sharing of information to aid smooth transition between year groups.
- Maintaining coverage of all subject areas and ensuring that planning takes account of this.
- Being aware of the preferred learning styles of the children and to ensure that a variety of teaching methods are deployed to offer equal opportunities to each child.
- Ensuring that pupils have the opportunity to work collaboratively and co-operatively as well as independently.
- Planning the organisation of groups according to the intended outcome of the task.
- Having a good understanding of the progress and attainment of pupils within the class and to feedback to senior managers about this.
- Planning and delivering appropriately challenging but supportive curriculum for all pupils.

Review

The Head teacher, Governors and staff will review this policy in accordance with the policy review schedule or when required.

Appendices

Appendix 1: Assessment and Moderation Timetable

Appendix 2: Characteristics of Effective Learning

Appendix 3: Lesson Observation Pro Forma

Appendix 4: Monitoring of Teaching and Learning Timetable

Appendix 5: Monitoring of Short/Medium Term Planning

Appendix 6: Work Scrutiny Pro Forma

Appendix 7: Learning Walk Pro Forma

Assessment and Moderation Timetable

Autumn 1

Y1 on entry data
EYFS on entry data
Target setting for end of Year
'Not as We Know It' sheets for six pupils English and Maths.
Reading Pro Test
Parent consultation meetings

Autumn 2

Pupil Progress meetings
'Not as We Know It' sheets for six pupils English and Maths and three pupils for all curriculum areas.

Spring 1

'Not as We Know It' sheets for six pupils English and Maths.
Reading Pro Test
Parent consultation meetings
Salford Reading Test (Comprehension)
Numeracy Progress Test

Spring 2

Pupil Progress meetings
'Not as We Know It' sheets for six pupils English and Maths and three pupils for all curriculum areas.

Summer 1

National curriculum tests for Year 2 & Year 6
'Not as We Know It' sheets for six pupils English and Maths.
Reading Pro Test

Summer 2

Y1 Phonics screening
Analysis of National Curriculum test data from Year 2 & Year 6
Pupil Progress meetings
'Not as We Know It' sheets for six pupils English and Maths and three pupils for all curriculum areas.
End of EYFS data
Salford Reading Test (Comprehension)
Numeracy Progress Test

Internal moderation and partnership moderation will take place termly with a focus decided based on current priorities.

Characteristics of Effective Learning

Pupils.....

- Acquire new knowledge
- Acquire new skills
- Develop ideas and increase their understanding
- Are engaged
- Apply themselves and concentrate
- Are productive and pursue their own ideas
- Develop the skills to work independently
- Feel confident to ask questions and to talk about their work and learning
- Listen respectfully to each other
- Reflect and discuss their feelings and experiences
- Are well motivated
- Show initiative
- Can identify problems and know how to solve them
- Develop skills to work collaboratively
- Understand the objectives that teachers set
- Understand the success criteria which can lead to successful learning outcomes
- Know how to use ICT to help them learn
- Understand how well they are doing and how they can improve
- Identify goals for themselves
- Feel confident to make mistakes and take risks in their learning
- Use a range of peer and self-assessment strategies
- Behave well and in line with expectations

The Teacher...

- Has good command of the subject – information is accurate and clear
- Provides clear, helpful demonstrations
- Sets clear learning objectives which are shared with the pupils
- Sets out clear success criteria which support the learning objective
- Plans effectively
- Challenges pupils, expecting the most from them
- Considers equal opportunities at all times
- Includes references to spiritual, moral, social and cultural elements
- Plans methods so that pupils learn effectively
- Uses resources so that pupils learn effectively
- Insists on high standards of behaviour and addresses any low level disruption quickly and effectively
- Sets homework that reinforces and extends what is learnt in school
- Considers the importance of citizenship
- Links topic to the world of work
- Makes sure that the lesson proceeds at a good pace and that no time is wasted
- Reviews the work at relevant intervals
- Includes different ways of learning in the lesson
- Explains how the lesson is linked to prior learning and everyday application
- Plans work that meets the needs of all pupils including the various groups of pupils
- Asks well planned questions
- Listens and responds attentively to pupils
- Demands high standards of accuracy and presentation when appropriate

- Praises pupils when appropriate
- Checks pupils understanding of work during the lesson
- Ensures that pupils know how well they are doing and what they need to do to get better
- Assesses work accurately and uses this to inform future planning
- Uses pupils' misconceptions and mistakes to help them to learn
- Make sure that there are successful outcomes which match the objectives set
- Use ICT effectively
- Creates a purposeful learning environment
- Ensures the inclusion of all pupils
- Thoughtfully and effectively deploys additional adults in the classroom to support learning
- Creates good relationships
- Sets and shares appropriate targets with the pupils

Lesson Observation Pro Forma

Date:	Time:	Purpose/Focus:		
Teacher:		Subject:	Year Group:	No in Class:
Support Staff:			Observer:	
Context:				
Where the teaching was effective, it was because:			Where the teaching was not so effective, it was because:	
Where the learning was effective, it was because:			Where the learning was not so effective, it was because:	
Areas of strength:				
Agreed Areas for development:				
Statement on each of the following areas:				
Quality of Teaching and use of assessment to support learning				
Quality of pupils learning and their progress				
Behaviour				

Monitoring of Teaching and Learning Timetable

Task	Who?	When?	Notes
Work scrutiny	SLT	Half Termly	Aut 1: Maths/English Aut 2: R.E/Sci Spr 1: Maths/English Spr 2: R.E./Humanities Sum 1: Maths/English Sum 2: R.E./Arts
Planning Scrutiny	SLT	Half Termly	Aut 1: English Aut 2: Maths Spr 1: R.E. Spr 2: English Sum 1: Maths Sum 2: R.E.
Lesson Observations	Head teacher, SLT, Governors, SIP, Peer.	Termly	Focus to be identified depending on visit and need.
Subject Monitoring	SLT, Subject Leaders (when identified)	Termly	Ensure coverage and progression in all curriculum areas.
Learning Walks	Head teacher, SLT, Governors, SIP,	Termly	Focus to be identified depending on priority areas.
Governor visits	Governors	Termly	TBC
Policy Reviews	SLT, Staff, Governors	As needed	
Stakeholder questionnaires	SLT, Admin staff	Bi-annually	These will be given to parents at parent consultation evening and pupils in school. Governor and staff questionnaires will be distributed at relevant points.

Monitoring of Short/Medium Term Planning

Subject:	Date:	Dates of planning samples:
Person monitoring:	Year	
Areas of focus	Y/N	Comments
Are learning objectives clearly defined?		
Are success criteria clear and support achievement of L.O.'s?		
Are learning outcomes clearly defined?		
Is planning based on accurate current pupil data?		
Is there clear progression across the teaching sequence?		
Are independent tasks suitably differentiated to support and extend learning?		
Are planned activities purposeful and support L.O.'s?		
Are opportunities for AfL planned for e.g. feedback, peer and self-assessment?		
Does the plenary plan for assessment, review and/or reflection?		
Is there evidence of ongoing assessment and evaluation to inform future planning?		
Is teacher guided group work indicated?		
Are additional adult roles clearly defined?		
Strengths:		
Areas for development:		



Work Scrutiny Monitoring		Subject:	Carried out by:	Date:
Focus	Year	Year	Year	Year
Attainment <i>(Overall standards of current work)</i>				
Differentiation				
Progress <i>(Progress since the beginning of the school year)</i>				
Attitudes (Any indications of pupils' attitudes and response to their work)				
Teaching <i>(Quality of marking; cross-curricular skills; match to pupil's needs)</i>				

Strengths				
Areas for development				

Learning Walk Pro Forma

Area of Focus:	Evidence found (Y/N)	Comment / point for development
Criteria: (To be entered and shared before walk)		
Is behaviour good?		
Is there an inclusive environment where all children are able to access the curriculum?		
Are any additional adults used appropriately?		
Is there a purposeful atmosphere?		

Are displays appropriate in supporting and celebrating children's learning?		