
Great Gaddesden C of E (VA) Primary School



'Treat others exactly as you would like to be treated yourself'. (Luke 6:31)

Teaching, Learning and Assessment Policy

Signature:

Headteacher

Date: 5th December 2024

Review cycle: Every three years

Date approved by governing body: 27th January 2025

Our Theologically Rooted Vision

At the heart of our vision is The Golden Rule: "Treat others exactly as you would wish to be treated yourself" Luke 6:31 (World English Bible).

Our vision provides the foundation of our curriculum by:

- Recognising that we are all individuals made in the image of God and we aim to be supportive, inclusive and accepting to all
- Ensuring a culture of high-expectations for all
- Developing leadership, responsibility and care towards all of God's creation
- Providing a diverse range of enriching learning experiences that prepare our children for life as global citizens

Teaching and Learning

Curriculum Framework

Our curriculum is designed to be inclusive for all pupils, enabling every pupil to reach their full potential. We aim to do this by offering a broad range of learning opportunities, within a holistic learning environment. Our curriculum aims to develop cultural capital for all, within an environment where our Christian ethos permeates throughout. The curriculum is tailored to the needs of all our pupils at Great Gaddesden, focussing on specific knowledge, skills and understanding as set out in the National Curriculum. We aim to equip our pupils with the knowledge and skills for the world in which we live. As a small village school in a rural setting, we have 4 classes with 2 year groups in each class. As a result of this, our curriculum is designed on a 2-year rolling cycle. We use our rural setting and our community links, to offer a meaningful curriculum to all our pupils.

For each subject we have the following:

- Long term plan (overview of units)
- Medium term plan (LIs, vocabulary and learning sequence/order of lessons)
- Subject on a page (SOAP) that has the expectations for each subject

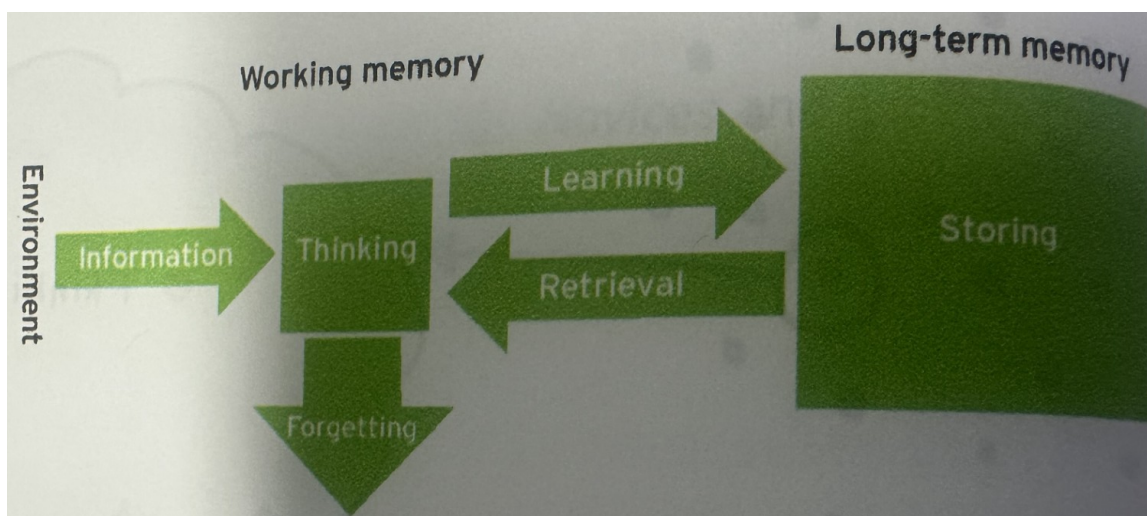
Teachers use the medium term plans to map out and resource each lesson.

Pedagogy

At the heart of our teaching and learning policy is the shared understanding of what is 'learning'.

Roberson and Wilson (2023:49) define learning as 'the development of long term memory through the accumulation of knowledge'. Having a strong awareness of working memory, developing schema and practicing new skills is at the forefront of our pedagogic practice. This shared understanding shapes the way in which we teach the curriculum and also key principles to deliver new content:

Learning process:



(Robertson & Wilson, 2023)

Expectations for each lesson at Great Gaddesden:

Retrieval practice Last lesson, last week, last month etc	Application of new knowledge and skills	Scaffolding and adaptations to support all to access learning and make progress
Modelling and ensuring expectations for presentation are clear	Assessment for learning -Questioning -Mini plenaries -White board practise -Helicopter marking -Conferencing/verbal feedback	Lessons to be broken down into small but interrelated parts (reducing cognitive load)
Adults will support learning by either scaffolding, leading a small group or extending	Ensuring all learners are challenged to enable them to make accelerated progress	Opportunities (where relevant) for spiritual development/reflection
Part of the unit of work may include a summative assessment (test, double page spread etc)	Lessons will be planned based on the MTP/subject overviews	Task design that closely aligns the Learning Intention (LI) Main task & Further task

Through implementing the above elements we aim to support our learners to know more and remember more.

Learning intent

Every lesson requires a learning intent known as the LI. The children must be able to understand the learning intent and know what they need to do to be successful. The LI needs to be specific to the skill being taught eg. To partition numbers up to 1,000 and must be a 'To..' statement. We use the LI to mark/assess against and provide feedback

It is important that task design tightly matches the LI so that it can be achieved and assessed.

Presentation of books

Presenting work neatly and with pride is essential in creating an environment of high-expectations.

Expectations for subject specific books are outlined below:

Maths	English	All other books
Short date LI (underlined in pencil on the left) Margin drawn with a ruler (three squares in from the left hand side) Diagrams drawn in pencil	Long date (on the left/at the top) LI (underlined in pencil & on the left)	Short date (on the left/at the top) LI (underlined in pencil & on the left) Diagrams drawn in pencil

For children in KS1 or who have fine motor difficulties, LI's can be printed on stickers or written by a classroom adult.

Worksheets should be used sparingly and where they are used should be trimmed and stuck in books neatly.

Learning Environment

The learning environment is a key tool to support, include and extend learning. Each learning environment should be a welcoming, accessible to all, tidy and organised place to learn.

There should be clearly labelled resources to enable the children to use concrete resources to support learning.

In each classroom, there will be a working wall for English, Maths and as a Church school, each class will have an RE display and reflection area. All displays are backed with neutral backing paper to reduce visual stress and create a natural feel.

In Early Years and KS1, phonic learning will be displayed in a progressive way in line with the Little Wandle framework.

There will be evidence of the Geography or History unit topic for that half term.

Subject/Area	Agreed consistencies
English	● Title for the unit eg. Discussion, Narratives ● Clear build up through a unit eg. analysis and stages of writing
Maths	● Title for the unit eg. Place Value, Addition, Shape etc ● Modelled examples ● Key vocabulary
RE	● Enquiry question for the half term ● Pupil voice/reflection (linked to express part of the sequence)
History/Geography	● Key vocabulary ● Visuals, artefacts, key texts to access

Adaptive Teaching

As part of our High Quality Teaching, making adaptations and reasonable adjustments is expected to ensure **all** children can participate in learning and make good progress from their starting points.

Possible adaptations include (but not limited to): word banks, sentence frames, manipulatives, visuals, task planners, adult support

The purpose of scaffolds is to support children to access the same learning. In very exceptional circumstances, it might be appropriate for a child or group of children to have a differentiated curriculum. This will be set and agreed with the SENDCo, class teacher and communicated to parents.

Home Learning & role of parents

We recognise that a key part of supporting the children's learning and development is consolidating and extending their learning at home. At Primary level, homework is not compulsory but as a minimum expectation, we expect all children to read every night as reading is the gateway to learning.

A summary of year group expectations is outlined below:

EYs	Year 1	Year 2	Year 3&4	Year 5&6
Reading x5 per week for 10 minutes (reading to an adult) Being read to by an adult (daily)	Reading x5 per week for 20 minutes and key word practice	Reading (daily) Maths sheet (weekly)	Spellings and timetables (weekly) Maths sheet (weekly) Reading (daily)	

Early Years

We are fully committed to the EYFS curriculum and embrace Early Years pedagogy ensuring this shape our practice. At Great Gaddesden CE VA Primary School, we follow the Statutory Framework for the Early Years Foundation Stage. In addition, we use the Birth to 5 and Development Matters to support the learning journey.

Our school ethos underpins everything we do in EYFS and beyond.

We link all areas and activities as much as possible so the children immerse themselves in new experiences.

Our focus is to secure learning and development in the three prime areas of learning- personal, social and emotional development; communication and language; and physical development alongside the four specific areas of learning- literacy; mathematics; expressive arts and design; and understanding the world. Our Early Years curriculum is planned to ensure our children effectively develop the Characteristics of Effective Learning through a range of well researched and planned activities enabling our children to develop and progress in all seven areas of learning. A balance of teacher led, teacher supported and independent learning in continuous provision areas(both inside and outside) to enable our children to make good progress and develop a positive attitude towards learning.

We have identified curriculum ambitions for our Early Years children, identified key themes to support learning whilst also ensuring we recognise the unique child and go with their interests and fascinations. We ensure that learning is planned sequentially and the progression of skills and process of learning is clear.

Learning to read is one of the most important things children will learn at our school and provides a gateway the the rest of the curriculum. Therefore, we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We use the Little Wandle phonics literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

Assessment, Marking and Feedback

At Great Gaddesden, we recognise the importance of marking & feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Our approach to feedback is underpinned by evidence of best practice, whilst maintaining a balance between teacher workload and pupil progress. We see that effective feedback should:

- Be specific, accurate and clear
- Encourage and support further work
- Be concise so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that these can be addressed in subsequent lessons.

Our policy on marking & feedback has at its core a number of guiding principles:

- To further children's learning;
- Feedback should empower children to take responsibility for improving their own work;
- Written comments can be used as a tool for children to locate their own errors,
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons - allowing them to make good progress.

Feedback can occur at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Adapting the teaching sequence– further teaching or consolidation, enabling the children to secure learning.
4. Summative feedback – tasks planned to give teachers definitive feedback confirm whether a child has securely mastered the skill being taught.

Throughout the feedback process, the focus is on a child's progress. This may be through verbal feedback or suggesting changes on an online document. This will be annotated on the work with 'VF'.

Verbal feedback and formative assessment should form the basis of most feedback; Marking will focus on moving the child forward.

Teachers should use a pink pen/highlighter to underline (mark) areas where the work shows the development of attainment and progress.

Teachers should use a green pen/highlighter to underline (mark) areas for improvement.

A whole school coding system is in place for consistency (as outlined below)

- **Sp** - clear spelling error (no more than three per writing piece and focus on statutory words lists for each year group)
- **Gr** - clear grammatical error (upper key stage two)
- **P** - clear punctuation error
- **//** - denotes new paragraph
- **VF** - denotes verbal feedback given
- **I** - denotes independent work
- supported work is indicated with **S**
- Simple written statement linked to **learning process** and next step may be included

All marking from teachers and teaching assistants should be in green pen.

All work completed as a result of feedback should also be edited in a purple pen.

Teaching staff will mark pupils' work before the next lesson, giving feedback on strengths and areas to develop.

In some lessons, teachers may choose to use an end of lesson or unit self assessment, using the RAG system, as follows:-

R A G rating.

Red assessment is followed up with a member of staff.

Amber assessment is followed up with monitored / teaching adaptation / adult led reinforcement. This will be evidenced in books.

Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Formative assessment takes place during lessons each day and summative assessments at least once a term. Teachers will provide data drops three times per year and attend pupil progress meetings alongside the SLT.

DfE Required Assessments (these take place annually):

- Reception Baseline
- Y1 Phonics Screening Check
- Y4 Multiplication check
- End of KS2 SATs



We will provide regular targets for pupils, and provide verbal reports against these at parents' evenings (twice a year). Pupils will receive a written report annually.

Monitoring tools will include:-

- I. Learning Walks
- II. Book Look
- III. Teaching + Learning drop ins / observations
- IV. Pupil voice