



Teaching, Learning & Assessment Policy

1. Introduction

Through this policy, in response to the National Curriculum 2014, the revised Common Inspection Framework (August 2015) and Learning Without levels, St Luke's aims to address the inter-related and multi-faceted elements involved within the cyclical process of teaching, learning and assessment.

2. Rationale

At St Luke's we recognise the intrinsic importance of assessment within the learning process. We recognise that assessment can be both summative and formative. We engage with our assessment processes primarily as a tool which helps inform our planning and the next steps for learning for each child. As a result, we have focussed on developing our approach to Learning Without Levels to address four core goals:

- support teachers in recognising misconceptions and/or addressing next steps for learning for each child
- support collaborative moderation to ensure accuracy of judgement
- empower children to engage honestly in their learning journey
- ensure all children make at least expected progress and are recognised as at least Age-Stage/Learning-Stage Confident

In securing accurate and robust assessments we will also be able to plot, monitor and report progress and attainment for each child, to a range of audiences, both within and beyond the school, to ensure the needs of all are being met.

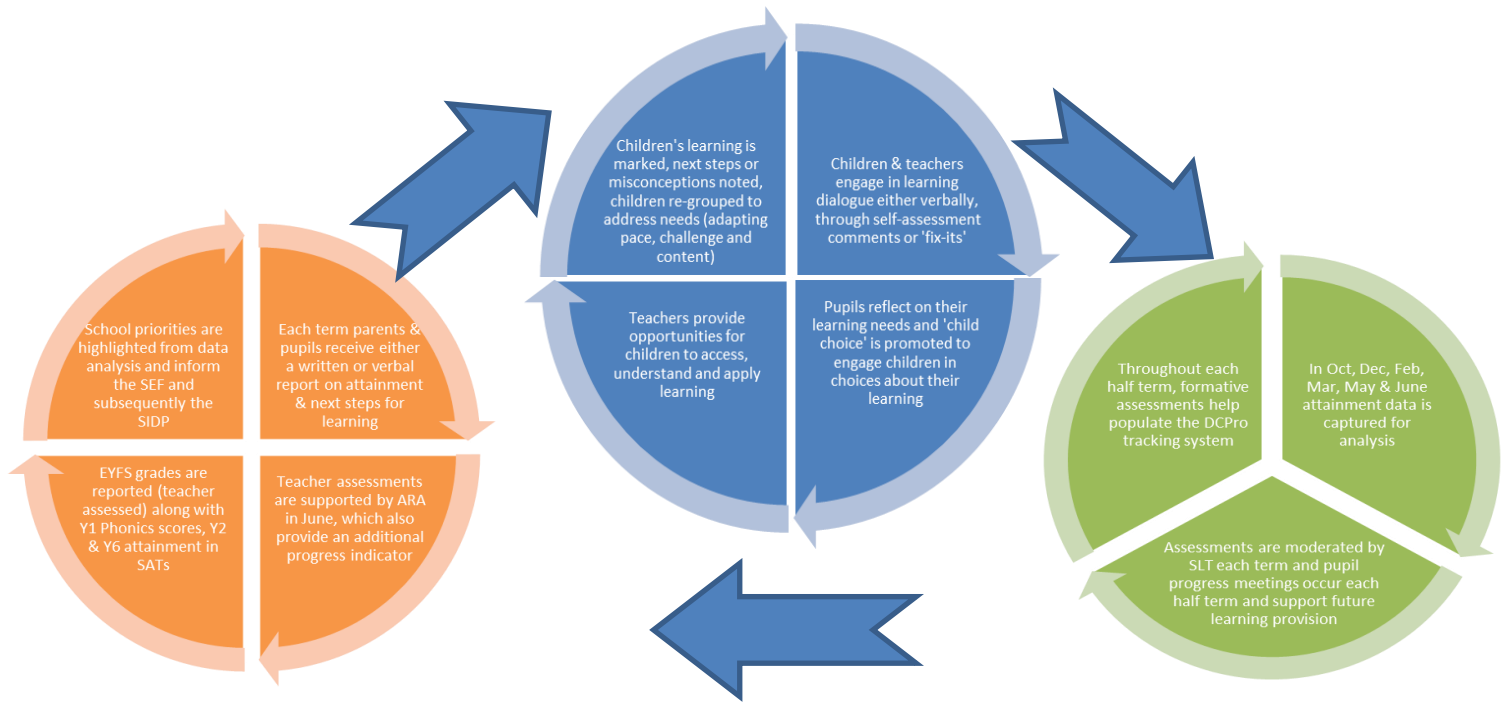
We aim to challenge notions and practices of fixed ability grouping and seek to provide learning opportunities which enable children to exceed expectations within any one lesson by consistently listening to, observing and questioning them, adjusting provision as necessary.

We aim to encourage, enable and trust children to make informed choices about their own learning, and to engage with self-assessment dialogue at a level appropriate to their stage of learning.

Children will engage with learning at a level which best meets their needs. In the vast majority of cases this will mean that they are taught using objectives from their year group in the National Curriculum 2014. Children who engage with the curriculum designed for their age will work towards Age-Stage Learning Goals, whilst those with a special educational need will work towards Learning-Stage learning Goals.

Together, in faith, we shall succeed

3. The Teaching, Learning & Assessment Cycle @ St Luke's



4. Formative Assessment at St Luke's

At St Luke's formative assessment occurs continuously throughout the teaching, learning and assessment cycle. This is done in three different ways: through **questioning**, adjusting to the responses of the children, to either challenge or support further understanding; through **daily marking** of core subjects, adjusting the provision and pupil groupings daily, as necessary, to address misconceptions or next steps for learning; and through **continuous review** of whether individual children have accessed, understood or applied their learning, plotting this into the DCPro tracking system.

5. Self-assessment & Pupil Choice

Children engage with self-assessment within learning sessions, either verbally or in written or pictorial form (as appropriate for age or session). Self-assessment is part of a learning dialogue between the child and their teacher and encourages pupil ownership and control over their learning. Self-assessment comments should be focussed and inform the teacher as to what has improved within a children's learning and understanding or which elements of learning they are finding difficult or inhibit their achievement.

Within lessons, where it is deemed appropriate, from a menu of pedagogic choices, teachers will enable children to choose the level of work at which they practice, consolidate or extend their learning. Children can choose a 'Cool Blue', 'Spicy Orange' or 'Red Hot' challenge and can move between choices as confidence grows or it is felt more practice is needed. In this way children's learning is not bound by fixed ability groupings. For those who regularly choose the Red Hot challenge there is the option of adding 'extra chilli' in the form of a challenge which will add depth or breadth to their learning.

Together, in faith, we shall succeed

6. Continuous review

A child is judged to have **accessed** the learning related to particular objectives when they have **actively engaged in the learning**, and it will be left to the professional judgement of the teacher as to when they have sufficiently engaged. This may be demonstrated by children responding to questions in class, sharing ideas within a paired or group talk or by naturally referring to the concepts taught, as a result of learning in a prior context. It is not expected that teachers have to evidence this to support the moderation process.

A child is judged to have **understood** the learning related to a particular objective when they have been **consistently successful in practising or demonstrating** the knowledge or skills in question. This may be demonstrated in structured tasks done independently in their books or other media. In the majority of cases this should be evidenced for the purposes of moderation.

A child is judged to have **applied** the learning related to a particular objective when it has become part of **how they work naturally** and probably therefore within a range of contexts. This must be demonstrated and evidenced, over time, for the purposes of moderation.

Whilst these guidelines on making accurate and robust judgements about children's learning are offering definitions, the number of times and the period of time over which a child will be demonstrating these different stages of learning, are deliberately loose as the emphasis is on teacher's making professional judgements, and their evidencing of attainment.

7. Questioning

Teachers are encouraged to adopt an enquiry-based approach to learning which is question led from the outset. Questions should help to structure children's learning journey during the lesson and be a fundamental tool for challenging and supporting children's thinking as the detail of the learning is developed. In this way misconceptions can be quickly addressed and progress can be made.

8. Marking & Planning

The marking of children's work is undertaken for two core purposes: to acknowledge the child's efforts and to move learning forward. Marking must have an impact for future learning. Where possible, and practicable, marking will occur within the lesson, alongside the child. This is particularly important in EYFS and KS1 where this might predominantly involve verbal feedback. However, this is also a core element of our school approach to intervention – dealing with a child's learning need, within class, as close in time to the moment of need as possible. For core subjects, work is marked each day, against the learning objective, although where appropriate, errors in the spelling of high frequency words or repeated errors, are noted for practice (ideally next to where the original error occurred).

Teachers highlight improvements and positives in green and areas for improvement in pink. The pinks may be recorded as part of a learning dialogue with the child, as a question, instruction or challenge to apply learning, to which they should respond. These questions, instructions or challenges may be in response to a child's self-assessment comment and may form part of a conversation with the child. They should never deflect from a child's achievement.

From this daily assessment, outcomes are annotated on to teacher's planning, and subsequently adjust learning provision for the next day. The groups in which children work are not fixed and children can move between groups as their learning needs dictate. Where appropriate, teachers

Together, in faith, we shall succeed

will code the children's work for future reference to highlight the level of adult support. This may also be annotated on to teacher's planning. The coding for this can be found in appendix A. Guidance for the depth, frequency and style of marking for foundation subjects is being developed to support this policy.

9. From formative to summative judgements

St Luke's Reading, Writing & Calculation Policies have been developed with reference to the national curriculum requirements for each year group to create a criteria against which children are assessed. These can be accessed through the DCPro tracking system, where formative assessments are regularly updated, as necessary.

At six points throughout the school year (October, December, February, March, May & June) the inputted formative assessments are captured. At this point the assessments to date are used to determine whether a child is Progressing, Confident or Mastering age-related expectations (see thresholds below). This system is in its infancy and we are trialling a numeric system for monitoring progress which turns a child's raw score (calculated as an aggregate of the objectives recognised as being accessed, understood or applied) into a points score. This allows the senior leadership team to monitor progress and analyse the narratives these might provide about the learning of particular individuals, pupil groups and cohorts. Appendix B provides the raw-points score in tabulated form.

Judging attainment (% of Raw Score achieved)

0 - 60	Progressing
61 – 84	Confident (with developing levels of mastery)
85+	Mastered

10. Statutory testing

EYFS

Within the first two weeks of children entering the Reception Class, the teacher engages the children in bench marking assessment activities. This is recorded using NFER data system and is also inputted onto the schools DCPro tracking system. Children's final assessment grades are then reported on the national assessment framework for EYFS.

Year 1 Phonics

In June each year, children engage with the national testing process for phonics.

Year 2 & Year 6

During May each year, children in Y2 & Y6 engage with the national standardised tests (SATs).

Additional testing

In June each year, children in Y1 – 6 engage with GL Age Standardised Assessments. This assists the school with validating teacher judgements and act as a secondary progress tracker to support the analysis of value added.

11. Reporting

Parent-pupil consultations take place prior to half term in the autumn and spring. Written reports are provided in the summer term. In EYFS, Y1, Y2 & Y6 children's attainment against the national

Together, in faith, we shall succeed

age-related standards are reported. In all classes, including those previously mentioned, children's attainment against the school's internal tracking system is also reported.

12. End of year expectations – attainment

All children should complete the academic year following their cohorts objectives and be judged as Age-stage CONFIDENT (ASC). The exception to this is children who have SEND, but they should be Learning-stage CONFIDENT (LSC) by year end.

In order to be ASC/LSC children should have achieved 66% of the available Raw Score for each subject, as highlighted below. This equates to each children having demonstrated UNDERSTANDING (able to successfully demonstrate learning, without necessarily being able to apply this independently across all of their work) of each objective.

Subject	Total Raw Score	Age-stage CONFIDENT	Age-stage MASTERED
Writing	60	40	51
Reading	66	44	56
Maths	90	60	77

Once children have entered the CONFIDENT band, they will be developing and extending their degrees of mastery within each subject. In order to be recognised as Age-stage MASTERED children must achieve 85% of the possible Raw Score. This equates to 60% of the learning being embedded to the level of APPLICATION (is now part of their normal understanding and practice).

PROGRESSING	CONFIDENT	MASTERED
Up to 66% of total Raw Score achieved	At least 66% achieved	At least 85% achieved
0-100% of objectives achieved at UNDERSTANDING	0 – 60% at APPLIED	61% + at APPLIED
	Demonstrating degrees of mastery	

ADOPTED BY GOVERNORS ON;

October 3rd 2016

REVIEW

September 2019

A signed copy is available from the school office.

Together, in faith, we shall succeed