



# **Sedbergh Primary School**

## **Teaching and Learning Policy (including Home Learning)**

This policy was written and updated in collaboration with school staff, children and members of the Governing Body. This policy should be read in conjunction with the following policy documents:

- Individual curriculum subject policy documents
- SEND (including most able) Policy
- Single Equalities Policy
- Handwriting Policy
- Marking and Feedback Policy
- Assessment Policy

***Approved by: Charlotte Robson-Peall***

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## **1. Vision, Values and Focus**

### **Our Values**

Our curriculum is based on our beliefs and the things we value. These include;

- Respect
- Awareness
- Aspiration
- Connection
- Empathy
- Tolerance
- Honesty
- Health

### **Our Vision**

Through our curriculum we aim to equip our children to;

- be resilient, positive and hardworking
- flourish and enjoy their lives, recognising and valuing all the opportunities that they are presented with
- be ready to work and thrive in a modern, constantly evolving, technological world
- make healthy and safe choices in order to protect their physical and emotional wellbeing
- be tolerant, empathetic and respectful towards all the people they encounter
- understand their responsibilities as members of the human race and inhabitants of planet earth

### **Our Focus**

In school, and in class, when we teach and when we learn we;

- Are positive
- Listen to the teacher and to each other
- Follow instructions and respond positively to advice
- Aim to work independently and seek help when we need it
- Use our time effectively
- We are friendly, we work together and include everyone
- Build on our strengths and our mistakes
- Bounce back and be resilient – ‘Stick at it’
- Enjoy learning and understand that at times learning can be challenging

## **2. Statement of intent**

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school to secure consistency for all learners at developmentally appropriate levels.
- Clarify the school’s expectations for all stakeholders.
- Provide a unified focus for monitoring learning and classroom practice.

- Ensure that the needs of pupils are met whilst aiming to improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the statutory requirements of the national curriculum.
- Through evaluation and reflection, establish targets for further improvement.
- Contribute to staff professional development.

### **3. Roles and responsibilities**

#### **The role of governors**

The Governing Body will receive termly reports from the headteacher concerning the monitoring and evaluation of teaching and learning. The Governors will support the development of all improvements, acting specifically upon areas identified as requiring improvement. The Governing Body will regularly monitor progress against targets identified by Ofsted and identified within the School Development Plan.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe the learning in lessons.
- View recordings of lessons as appropriate.
- View samples of pupils' work.
- Talk to pupils about their experiences.
- Talk to teachers, subject leaders and senior staff about their experiences.
- Report their findings to the entire governing body.

#### **The role of the senior leadership team**

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Work in classrooms, including teaching, regularly.
- Carry out focussed classroom-based observations.
- Review and comment on planning, including termly targets.
- Discuss all annual reports with staff.
- Complete self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Act as role models for teaching staff.

#### **The role of Subject Leaders**

Subject Leaders will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Take accountability for the progress of children in their given subject across the school and curriculum.
- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.
- Provide professional advice to the governors' curriculum sub-committee.

#### **The role of teachers**

Teachers will:

- Evaluate and reflect on their teaching based on pupil response and outcomes.
- Seek professional dialogue to modify and improve their practice where necessary.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils based on ability.

- Assess pupil progress using both formative and summative techniques (4 summative checkpoints each academic year) on a routine basis, using pupil outcomes as a means to identify where additional support or intervention is necessary.
- Collaborate with colleagues to moderate pupil achievement.
- Involve parents and other professionals in the monitoring process.
- Complete an annual report assessing the progress pupils have made.

### **The role of teaching assistants**

Teaching assistants will:

- Support and supervise learning activities in and outside the classroom in collaboration with the class teacher
- Guide and monitor pupil behaviour
- Provide extra and targeted support for pupils with additional needs
- Deliver individual and small group learning activities
- Provide assessment information based on pupil response and progress and participate in next step planning
- Contribute to the development of Individual Education Plans for SEND pupils as necessary
- Assist with preparing and tidying the classroom and the effective management of school resources
- Assist with classroom display and the planning of activities
- Deal with any immediate issues that may arise and handle them in the most appropriate way
- Evaluate and reflect on their teaching based on pupil response and outcomes
- Seek professional dialogue to modify and improve their practice where necessary
- Review and evaluate their planning regularly

### **The role of pupils**

Pupils are expected to:

- Follow the expectations and rules that are agreed in class at the start of the year.
- Read to an adult or share a book at home regularly (every day if possible).
- Complete my home learning activities each week.
- Practise my times tables.
- Be kind, honest, fair and polite to others. Treat everyone with respect.
- Care for and respect our school, my property and others' property.
- Work hard, try my best and be proud of my achievements.
- Always ask for help if I am unsure of something or worried.
- Keep myself safe on the internet (see our AUA for E-Safety).
- Be in school every day and ready for lessons **on time** with everything I need.

### **Home School Partnership Agreement**

We routinely ask families to discuss and complete a Home School Partnership Agreement that outlines and clarifies the shared expectation and roles and responsibilities of the members of our school community.

### **External monitoring**

The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations. Ofsted inspections will be used to identify strengths and weaknesses, and contribute to the School Development Plan

## **4. Monitoring and self-evaluation**

In collaboration with staff, senior leaders plan a schedule of monitoring and evaluation activities linked to the targets identified in the School Development Plan and staff appraisal. These activities are developed as a means to secure the best understanding of current provision in the school and how it is developing and can be

developed further. Approaches include; observation, interview, questionnaire, routine data analysis (including the performance of groups, book and planning reviews, specific element reviews (ie. writing), display, learning walks and parental feedback. Governors are regularly involved in monitoring and evaluating these activities.

### **Discussion with senior leaders**

Senior leaders might use a selection of the following questions to explore and assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do teaching assistants employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

### **Discussion with pupils**

The following questions might be used with pupils (modified to match developmental readiness) to assess the quality of teaching at the school:

- Do you know your targets? Where are they recorded, what are they?
- What subjects do you have targets for?
- How do you know when you have achieved your targets? Can you show me an example of a time when you've achieved your target in your work?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets? What happens if you can't achieve your targets?
- Does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

## **5. Learning environment**

### **Seating arrangements**

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan available for those providing cover when the teacher is absent.

### **Display**

Display is used throughout school to both celebrate work, share good examples of work and to provide children with additional visual information to support their learning. Some displays are permanent, others

temporary and some are modified and developed as a topic or project is covered in class. Not all pupils work will be shared on all displays.

### **Organisation of and access to resources**

Resources in class will be managed and organised by staff and made readily available to children during lessons. Children should be taught to use resources effectively to support their understanding. The school encourages children to select and use resources appropriate to a task independently. In Key Stage 1 particularly, teachers regularly select resources and place them on tables matched to specific tasks during lessons.

### **Computing**

A range of digital tools are available to children to support them in their learning. These include; desktop computers with a suite of MS Office based programmes (word processing, spreadsheets, publishing tools), and web based programmes for research, programming and control, tablets, e-readers, digital cameras and timing devices. Teachers use interactive whiteboards and visualisers routinely to support their teaching.

### **The classroom**

The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except in science lessons where water could create a risk).

## **6. Classroom ethos**

To support effective learning pupils are taught and encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- Plan lessons that involve thinking and discussion tasks based on key questions.
- Adopt a no 'hands-up' approach in some lessons, where all pupils are expected to contribute.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches
- The school formally rewards pupil in the following ways:
  - Commendation stickers
  - Calling the pupil's parents praising the pupil
  - Sending a letter home praising the pupil
  - Inviting the pupil to see the headteacher
  - Achievement assemblies
  - House points
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.

For additional information, please refer to the school's behaviour policy.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

## **7. Teaching strategies**

### **The curriculum**

Reception classes follow the Early Years Foundation Stage (EYFS) profile. Years 1-6 follow the national curriculum. The school uses a range of planning resource to structure and scaffold learning, including Dimensions (for the foundation curriculum) and Busy Ant (for maths). However, teachers are encouraged to modify published materials to meet the needs of the year group as they develop and progress. Each teacher publishes a 'Year Group Curriculum Map' on the school website to indicate the planned learning for that year. Again, these plans may change in response to pupil progress and engagement.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources. While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

### **Planning and preparation**

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, lesson plans clearly show how teaching assistants are used to enhance learning. When necessary, timings and structure are made clear and the plan clearly demarcates the salient parts of the lesson. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

### **Delivery**

Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

### **Resources**

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

### **In-class support**

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

### **Home Learning**

The school uses home learning to support learning in school but also as a key mechanism to include parents in their child's learning journey. There are clear expectations for routine home learning activities in each year group (see Appendix 1) and the school actively communicates key messages about home learning to parents using regular meetings, class letters home and the school website (see Appendix 2). Children are provided with a 'Home Learning Log'. A place in which all homework activities are recorded; children are expected to take pride in this document and return it to school each week.

### **Pupil involvement**

Pupils are provided opportunities to follow-up teachers' marking with 'fix it' activities. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout. Please refer to our marking and feedback policy.

### **High expectations**

The school sets high expectations for all pupils, regardless of ability, circumstances or needs and is committed to meeting the learning needs of all children.

### **Special educational needs and disabilities (SEND)**

Pupils with SEND are treated as individuals. Every pupil is provided with appropriate support and where appropriate an Individual Education Plan (IEP) is used to set short term targets designed to overcome and support the child's presenting additional needs. Children causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support. Please refer to our Special Educational Needs Policy.



## 8. Remote Learning

In light of the potential for school closure amid the current Coronavirus Pandemic, school has developed and established a consistent approach to the management of 'remote learning' based on guidance published by the Education Endowment Fund' and the DfE.

The principle recommendations that Sedbergh Primary School will follow are;

- Develop lessons that children can access at their most convenient time and not all at the same time. Record inputs rather than live lessons to make this possible.
- For children without internet access school will provide paper packs
- Approximately 3 hours of flexible learning activities each day as children will not sustain concentration at home for any longer
- Focus on **Maths, English, Science, PE, History and Geography**.
- EYFS should mainly focus on phonics, songs and stories as well as sharing ideas for parents to do at home.
- Make adaptations for SEND

In addition, school will provide a range of activity types (blended learning) that do not rely solely on digital content. These include;

- Prescribed activities – writing tasks, art, design, construction, baking, map work, outdoor activities, PE, handwriting (at developmentally appropriate levels)
- Links to web based information videos, resources and quizzes (BBC Bitesize for example)
- Links to web based taught content – recorded videos with concepts and processes explained (Classroom Secrets KIDS for example)
- Direction towards familiar weekly home learning (homework) tasks – reading, spellings, times tables, maths number facts.

Staff develop 2 timetables – 1 for each week of potential closure. On these plans, teachers identify the subject and activity to be covered – 3 items a day, with some ongoing tasks (spelling etc.) Staff indicate approximately how long to spend on each activity on the plan. The plan is sent each Friday. Links to activities and resources are embedded in the plan. For example;

### Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
English – Comprehension Task (40 mins)	English – Grammar (30 mins) <a href="#">Using modal verbs – BBC bitesize Y5</a>	English – Planning for writing (40 mins)	English – Writing task (60 mins)	Handwriting (30 mins)
Maths (White Rose – Classroom Secrets 'Kids') Interpreting line graphs (50 mins)	Maths (50 mins)	Maths (50 mins)	Maths (50 mins)	Maths (50 mins)
History (or Geography depending on current topic)  See the attached activity plan called 'World Biomes' (60 mins)	PE (60 mins)	History (60 mins)	Science (60 mins)	PE (60 mins)
Ongoing; Reading (30 minutes a day including 5 minutes for talking about the book) Spellings – Look, Say, Cover, Write, Check (10 minutes a day) Times Tables – Mathletics or Times Table Rock Stars (this does not replace maths teaching and learning) – (60 mins spread over the week)				

- More detail could be included but this is a summary of the week. No more than **3 hours a day** is recommended based on age/ability/available support at home – see notes about EYFS/younger children.
- Remote learning tasks must be **differentiated**. Provide tasks/learning at an appropriate level and with reasonable expectations for completion. Parents of children with **SEND** will expect to receive learning tailored to their child's needs and developmental level.
- There is definitely an expectation that some **teaching** is provided. For maths we plan to subscribe to 'Classroom Secrets Kids'. In addition, you can use your webcam or audio recording tools in power point to create this content.
- Teachers will provide a **balance** between online learning and activities that children can complete without worksheets that require printing.
- With the email, sent by the **class email account**, teachers can include attachments. These will be labelled clearly so that parents understand which attachment is for which task – Geography work for Monday – 'World Biomes'.

### **Assessment of 'remote learning'**

- There will be an expectation that where practicable, parents share examples of completed tasks and activities with class teachers through the class email account.
- Any digital content will be downloaded and saved to individual pupil's IT folders on the school network for reference in future weeks for assessment and reporting purposes.
- Teachers will take into account pupil's work and responses when planning future activities.

## **9. Assessment**

### **Baseline Assessment**

Pupils joining the school will receive a baseline assessment when they start. Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.

The school uses the EYFS profile and Scholarpack to baseline children in the EYFS class.

### **Formative assessment (assessment for learning)**

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. All staff, teachers and teaching assistants, contribute to this process in class.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. The best formative assessment involves all pupils in their own learning and their developing understanding of their knowledge and skills. The school seeks to support children in becoming aware of their

own strengths, areas for development and learning needs. Formative assessment information is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Marking and feedback
- Work review sessions and 'fix it' time
- Discussion, question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

### **Summative assessment (assessment of learning)**

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests and assessment activities at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to identify a child's current attainment against the expectations of the National Curriculum.
- Can be used to support evaluations of teacher's performance in subjects and areas of learning.
- Are used to monitor and evaluate school performance against national expectations and progress towards targets in the school development plan.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment:

- Regular/weekly spelling and times tables tests depending on developmental stage.
- Regular testing and assessment of key learning. This includes 4 planned assessment weeks; a baseline assessment week in late September to identify pupil attainment and plan targets for the academic year, followed by 3 checkpoint assessment weeks at the end of each term. Teachers used published assessment resources linked to schemes of learning in school to assess pupil attainment and progress against National Curriculum expectations.
- Judgements made at the 4 checkpoints are recorded in Scholarpack (the school's assessment tracking tool) and used to summarise attainment and progress for year groups (classes), groups (Boys/Girls, PPG, SEN, 'at risk' and HA pupils) and individuals. These outcomes are routinely reported to the Governing Body and used to monitor and track progress against targets in the school development plan.
- Assessment weeks are routinely followed by Pupil Progress meetings with the class teacher, the SENCo and members of the Leadership Team to consider future learning needs for children based on current attainment and progress.
- In addition, national statutory assessment procedures are used to assess attainment and progress in the same way. These include;
  - 'Good Level of Development' assessment against the Early Learning Goals in Reception (June)
  - Phonics Screening in Years 1 and 2 (June)
  - Key Stage 1 Assessment - Teacher Assessment supported by SAT outcomes (May/June)
  - Key Stage 2 Assessment – Teacher Assessment and SAT outcomes (May)

## **10. Early Years Foundation Stage**

### **a. Observations**

These are short, spontaneous 'capture the moment' observations. Teachers and teaching assistants document onto sticky notes or straight onto iPads what the child has done. These are then linked to the appropriate age band and uploaded onto the pupil's individual online learning journey. The observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

### **b. Online Learning Journey**

These are individual online learning journey books that highlight key achievements for the children. Photographs of key events in Nursery and Reception and exemplar pieces of work, mainly done independently by the children, are included in this online book. Parents and families are encouraged to upload pieces of work, certificates and photographs to be included in the book to create a whole picture of the child. These learning journeys provide key evidence in support of the EYFS Profile, which creates a record of attainment for each child.

### **c. Focus activity**

During focussed activities, teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed verbally with the children in child friendly terms. Teachers and teaching assistants complete a daily assessment sheet, which includes an age band judgement and personal comment for each adult led activity. This is then used to support judgements for end of term assessments.

### **d. Reporting**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings each year so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we generate a mid-year progress report and a final end-of-year written report that includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress by appointment and regularly encourage parents to visit school to discuss their child's learning.

### **e. Moderation**

Regular moderation of assessment judgements takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse children's work against national curriculum or EYFS requirements. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. The school also works in collaboration with other local school (members of the South Lakes Rural Partnership) to moderate judgements about children's learning.

All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

## **11. Key Stage 1 and 2**

Teachers use assessment for learning to provide on-going assessment, using focussed marking and/or observations of children's work, against learning objectives and success criteria. This information is then used

to assess progress towards meeting learning targets, and to identify and set next step targets for each child. Annotated plans and planning notes, made by class teachers and other adults involved with each child, record other important information about the progress of children in the class.

Termly tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts. Pupils receive regular and timely verbal feedback on their progress.

#### **a. Planning for assessment**

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability but also plan to challenge and stretch each child, regardless of their prior learning attainment. We maintain high expectations for all children. Teachers use focussed marking to assess children's progress in relation to the planned learning objectives, and plan future learning based on where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

#### **b. Assessment methods/materials**

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups. The results of published tests are used to contribute to overall teacher assessments.

#### **c. Reporting**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings each year so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we generate a mid-year progress report and a final end-of-year written report that includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

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## **12. EHC plans**

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan will be sought.

EHC plans replace statements of special educational needs. They include special educational provision, health provision and social care provision. More information can be found in the school's special educational needs and disabilities policies.

### **13. Monitoring and reporting**

This policy will be reviewed at least every 3 years by the curriculum sub-committee. In the event of any significant changes to educational policy before this period has elapsed this policy will be reviewed as necessary. The governor's annual report will contain updates and analysis regarding teaching and learning at the school.

## Appendix 1 – Home Learning School Overview of Expectations

Year Group	Reading	Spellings	Number Facts & Times Tables	Creative Curriculum Challenges	Maths
	Children; share a book, are read to, read a book to an adult, or read a book independently on a regular basis. <b>We ask for at least weekly comments in your child's home reading record book.</b>	Children learn key words linked to Letters & Sounds and the learning of spelling in school, sometimes linked to topics. Differentiated to meet the needs of groups & individuals.	Children learn key facts and times tables linked to their developmental stage in school, to develop quick recall and fluency. <b>We ask that parents find time each week to talk about number and practise times tables.</b>	Children select activities linked to their learning in school to consolidate and extend their knowledge but also to develop independent learning skills.	Children consolidate their understanding of mathematical concepts being taught in school at that time.
R	1 or 2 reading books sent twice weekly. Picture books sent home daily. About 10 to 15 minutes of reading each day.	Bookmarks & Vocabulary cards sent in book bags to practise at home weekly.	Number lines and number cards sent home to practise number bonds, counting on & back etc.	A termly menu of activities that children select from and return to school. Each class teacher will outline expectations for these.	Occasional maths activities linked to class activities (2 per half-term approx.)
1	Reading book sent home daily. Own choice book sent home daily. 10 to 15 minutes of reading each day.	Bookmarks & Vocabulary cards sent in book bags to practise at home weekly.	Number lines and number cards sent home to practise number bonds, counting on & back etc.		
2	Reading book sent home daily. 10 to 15 minutes of reading each day.	About 8 spellings in a list sent home and tested in school each week depending on pupil ability.	2, 5, 10 & 3 times tables. Agreed number facts to learn at home.		
3	Reading book sent home daily. 15 to 20 minutes of reading each day.	About 10 spellings in a list sent home and tested in school each week depending on pupil ability.	4, 6 & 8 times tables – weekly practise in preparation for a challenge in class.		
4	Reading book sent home daily. 15 to 20 minutes of reading each day.	About 10 spellings in a list sent home and tested in school each week depending on pupil ability.	7, 9, 11 & 12 times tables – weekly practise in preparation for a challenge in class.		
5	Reading book sent home daily. 20 to 30 minutes of reading activities (see the list above) each day.	About 10 spellings in a list sent home and tested in school each week depending on pupil ability.	Weekly times table practise and further consolidation and practise – division, inverse and fact families. Application in the broader maths curriculum.		
6	Reading book sent home daily. 20 to 30 minutes of reading activities (see the list above) each day.	About 15 spellings in a list sent home and tested in school each week depending on pupil ability.	Weekly times table practise and further consolidation and practise – division, inverse and fact families. Application in the broader maths curriculum.		



## Sedbergh Primary School

### Home Learning – Guidance for parents

At Sedbergh Primary School home learning;

- ✓ Is statutory (we have to provide your child with learning activities to complete at home). However, more importantly, home learning is a fantastic way in which we can work in partnership with you to secure the best for your child.
- ✓ Links our learning in school with learning at home (telling the time, baking, money, problem solving, writing letters, birthday cards and postcards.
- ✓ Is a way to help parents understand what their child is learning about in school.
- ✓ Not a punishment or a test – parents can certainly help
- ✓ Should not cause undue distress. However, it is a time to improve independence; settling down to complete an activity with the right amount of help away from school and sticking at it.
- ✓ Flexible; sometimes in a busy week other family activities take priority but homework needs to be completed regularly so that your child's learning goes beyond school and so that your child gets into good habits ready for Secondary School.
- ✓ Should not take longer than the times we recommend on our homework expectations list.
- ✓ Can be completed in partnership with adults (please make a note on the homework, or tell us in school, how much you had to help – your feedback really helps us).
- ✓ Is not always marked in detail but will always be looked at by a teacher, sometimes ticked and regularly celebrated.
- ✓ Can be used to learn more about a topic that we are studying in school.
- ✓ Is a chance to improve key skills, like reading, tables and spellings.
- ✓ Should be presented well in your child's 'Home Learning Log' to instil a sense of pride and satisfaction.