



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together.

Emmaus Church of England and Catholic Primary School

Teaching, Learning and Assessment Policy

RATIONALE

At Emmaus, we recognise that every pupil, regardless of social background, must be provided with opportunities which enable them to achieve their full potential. Assessment is the means by which the progress of **all** pupils is monitored and should be used as a tool to inform curriculum planning. Effective teaching and learning can only take place in a climate of continuous formative assessment. Assessment at Emmaus takes place in many forms and can be used for different purposes. The following characteristics are generic to all assessment that promotes learning:

- it is embedded in a view of teaching and learning, and is seen as an essential part of this;
- it involves sharing learning objectives and its context with pupils;
- it aims to help pupils to know and recognise the standards they are aiming for;
- it provides feedback which leads to pupils reviewing their work and making improvements;
- it is underpinned by confidence that every pupil can improve.

At Emmaus, we acknowledge that there are two main types of assessment which fulfil important yet different roles.

Formative assessment (assessment *for* learning) - is an active and ongoing process in the classroom between the teacher and the child. The following areas are all part of formative assessment:

- clarifying learning objectives – at the planning stage;
- sharing learning objectives and its context with pupils when teaching;
- retrieval practice at the beginning of each lesson in order to ensure that children remember and can recall prior knowledge
- involving pupils in self-evaluation against the learning objectives;
- focusing oral and written feedback around the learning objectives of the lesson;
- using appropriate questioning during the lesson;
- informing teacher's planning in the sequence of lessons;
- raising pupil self-esteem through the use of positive language and through the celebration of achievement.

One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work.

Summative Assessment (assessment *of* learning) - is the means by which the progress of pupils is monitored. This includes end of term NFER tests and teacher assessments, baseline and end of key stage tests.

PUPIL FEEDBACK

Marking and feedback should be a constructive process that focuses on:

- what children have done well;
- what they need to improve;

(Please see Marking Policy)

Feedback, whether oral or written, should:

- follow the whole school policy;
- be manageable for teachers;
- relate to the learning objectives which are shared with the pupils;
- involve all adults working in the classroom;
- give increasing opportunities for pupils to reflect on their work and learning needs;
- give recognition and appropriate praise for achievement;
- give clear strategies for improvement;
- inform future planning;
- use agreed marking code/s.

The DfE workload review (2016) suggests three principles for effective marking. It should be:

1. meaningful
2. manageable
3. motivating.

Meaningful: marking should serve a single purpose, advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this.

Manageable: the time taken to mark is not the same as effective marking. Pupils should be encouraged to check and proofread their own work before handing it in.

Motivating: marking should help motivate pupils to progress. Pupils should be expected to check their work before they hand it in, and should be taught to understand the success criteria for a task (in an age appropriate way).

This underpins our marking policy with the main focus of advancing pupil progress.

EFFECTIVE TEACHING AND LEARNING

Effective teaching:

- helps children to recognise and value their achievements and successes;
- builds on what learners already know;
- builds secure foundations for subsequent learning;
- makes learning vivid and real;
- makes learning an enjoyable and challenging experience;
- develops the full range of learning skills across the curriculum;
- actively involves children in their learning.

Effective teaching and learning takes place in an environment in which:

- relationships provide a confident and positive atmosphere;
- there is room for reflection;
- learning is valued;
- there is mutual respect between all members of the school learning community;
- no-one is afraid of making mistakes;
- lessons are well paced; teachers vary pace to match the task and children's needs.

Outstanding teachers therefore:

- actively promote independent learning;
- encourage children to be responsible for their own learning;
- ensure that teaching is adapted to support children to achieve the learning objective;
- ensure the behaviour of all children allows learning to take place;
- equip children with the ability to transfer knowledge and skills;
- have the flexibility to embrace unexpected responses without losing sight of the intended learning outcome;
- ensure all children have the opportunity to deepen their knowledge and understanding within the objective;
- make explicit reference to the learning that is taking place;
- recognise that children learn in different ways;
- set learning in a meaningful context and exploit links between subjects;
- use skillful questioning;
- have high expectations;
- use ongoing formative assessment to inform planning and target support;
- promote equality and diversity within the classroom and within their planning.

MONITORING AND EVALUATING TEACHING AND LEARNING

As part of a whole school approach to monitoring and evaluation, teaching and learning should be monitored regularly, in different ways. The focus for monitoring should be derived from identified school priorities. Monitoring may draw on the following:

- direct observation of teaching;
- scrutiny of pupil work;
- scrutiny of planning;
- feedback to staff;
- pupil voice;
- analysis of assessment results;
- analysis of evidence from Pupil Profiles;
- scrutiny of end of termly reports.

A key aim of this monitoring is to learn from outstanding practice, understand when improvements need to be made and know the next steps to move forward. Evidence from monitoring feeds into:

- school self-evaluation;
- school improvement plans / school development plans;
- subject action plans;
- staff development planning;
- performance management;

- reports to the Governing Body.

Monitoring of teaching and learning should be based on clear and challenging criteria, in order that the process is transparent, and that it leads to improvement.

PLANNING

All assessments carried out at Emmaus are used to inform planning. Through use of both formative and summative assessment, teachers are able to identify areas where further support is required and therefore personalise learning to ensure that pupils are making good progress across the curriculum.

At Emmaus, teachers strive to deepen children's knowledge and understanding of the Programmes of Study in the National Curriculum. As we are a joint denominational school, Religious Education is taught using the Liverpool Archdiocese 'Come and See' scheme of work and the introduction of the new 'Religious Education Directory'. The scheme produces imaginative and comprehensive units of work that regularly incorporate the study of other faith traditions. Alternative faith traditions are also taught as discrete units at regular intervals throughout the school year.

The curriculum at Emmaus is designed to help children acquire the knowledge and skills that they need and then gives them opportunities to practice and apply them over time, in order to master them and build upon prior learning.

Subject Curriculum Maps (Long-term plans) decide which aspects of a subject, or which units of work, will be taught in each year group, taking full account of all statutory requirements and guidance. It ensures that knowledge, skills and concepts are developed systematically from year to year.

Medium-term plans set out the work to be covered in one term or half-term.

Subject Progression Maps set out the objectives that are taught in each year group within each aspect of the curriculum area

SHARING LEARNING OBJECTIVES

The sharing of learning objectives is a crucial element in the process of teaching and learning. By sharing the objective, we empower the children to take ownership of their learning. We must ensure:

- the learning objectives of the lesson are clear, and in words children understand;
- children understand the purpose of their learning (Why are we learning about this?);
- task instructions are clearly separated from the learning objective;
- the learning objectives are visually displayed and referred to at points throughout the lesson;
- Retrieval practice is linked to prior learning in order to support understanding of the learning objective.

Learning objectives often begin with:

To know (knowledge: factual information)

To be able to (skills: using knowledge, using resources)

To understand (concepts: understanding reasons, causes & effects, how things work).

To be aware of (attitude: empathy, awareness of the environment etc.)

A Learning Objective (LO) is used at the start of the lesson to allow children to understand the concept of what they will be learning.

Class teachers assess against the learning objective at the end of the lesson (see Marking Policy)

EFFECTIVE QUESTIONING

Skillful and well-planned questions are crucial to effective teaching, learning and assessment. Questions focus children's thinking on the key points. Teachers can model good questioning to help and encourage children to ask their own questions, to further their learning or clarify their learning. Effective questions can help to move children from the concrete and factual towards the analytical and evaluative.

Questions can help children to:

- consolidate their learning;
- explore ideas further;
- make connections;
- create new understandings;
- make links to the big picture;
- reflect on their learning;
- think.

There are two main types of questions:

- **Closed questions:** these imply that the teacher has a predetermined 'correct' answer in mind, and are a useful means of making on the spot assessments;
- **Open questions:** allow for a range of answers and make progressive cognitive demands on pupils. They can encourage children to think beyond the literal.

It is important that we support children in responding to questions:

- Allowing 'Wait-time' (around five seconds) after each question ensures children have time to think through their response;
- Giving children the opportunity to jot ideas on mini whiteboards and discuss their ideas briefly with another child can help them to rehearse their responses, and to feel more confident and prepared.

Some 'Dos' and 'Don'ts'

Dos: - Effective questions are those that:	Don'ts: - Errors we all make at times
• start with a narrow focus and broaden out; recall first, then encourage fresh thinking (or) • start with a broad focus and narrow down to detail • signal that participation is valued • stimulate and sustain continuing interest in a topic • help children externalise and 'rehearse' their knowledge by putting it into words	• asking a question, and answering it yourself before the children have a chance to think • asking too many questions, or asking them too quickly • asking questions of only the keenest or brightest children • continually asking the same type of questions • asking in a way that intimidates • failing to deal with an answer sensitively

ASSESSMENT AND MONITORING OF CHILDREN'S PROGRESS

At Emmaus, we use Insight to record assessment information for Reading, Writing, Maths, science and RE at the end of each term. Teacher assessments are closely monitored by the Headteacher, Deputy Headteacher and SENDCO.

Class teachers meet with the Headteacher, Deputy Headteacher and SENDCO in 'Pupil Progress Meetings' to discuss and analyse data to ensure that all pupils in all groups (Disadvantaged, Pupil Premium, SEND etc) are making progress. At this point, children are identified for interventions – if required.

STANDARDISED TESTS

At Emmaus children in Years 2, 3, 4 and 5 undertake NFER tests at two points throughout the year; autumn and summer. The tests are marked in-house by the class teacher, and the data is collated using the NFER Assessment Hub. The data is analysed by the Subject Coordinator, which is presented to the headteacher, class teachers and governors with actions identified. These actions can be year group or class based.

Children in Year 1 will undertake an NFER tests in the summer term. The tests are marked in house by the class teacher and the data is collated using the NFER Assessment Hub. The data is analysed by the Subject Coordinator which is presented to the headteacher, class teachers and governors with actions identified. These actions can be year group or class based.

Year 6 undertake NFER tests during the Autumn term. The tests are marked in house by the class teacher and the data is collated using the NFER Assessment Hub. The data is analysed by the Subject Coordinator which is presented to the headteacher, class teachers and governors with actions identified. During the Spring term, Years 2 and 6 undertake practice End of Key Stage SATS and analysed by Subject Coordinators. The analysis will be shared with class teachers in order to inform their planning of the curriculum/interventions for the next term in preparation for end of key stage SATs (Optional KS1 SATS and Statutory KS2 SATS).

ASSESSMENT CYCLE

The calendar of assessment in place at Emmaus is a comprehensive and effective system which ensures pupil attainment is measured, analysed and recorded at regular intervals throughout the school year.

Religious Education is teacher assessed at the end of each term. They are then moderated across the year group to ensure consistency of standards. Judgements made are recorded on class spreadsheets.

In the Early Years Foundation Stage, Reception Baseline Assessment takes place in the first 6 weeks of the child's education journey. Further assessment is through ongoing observations which continue throughout the year and are recorded on iPads, charting everyday successes and achievements.

Each term, all class teachers;

1. Plan support/interventions for children identified in Pupil Progress Meetings
2. Use analysis of assessment data to inform planning throughout the term
3. Deliver NFER assessments at the end of term
4. Provide a teacher assessment for Reading, Writing, Maths and Science and RE
5. Pupil Progress Meetings – review current support/interventions and progress made and identify/plan the next term's support/interventions
6. Identify on foundation subject Progression Maps the children who have not achieved the objectives. Children who are 'more secure' are also highlighted. Subject Leaders carry out a termly analysis of the Progression Maps to identify trends across year groups and whole school and feed this back to all staff.

FORMAL ASSESSMENTS IN EACH YEAR GROUP

	Autumn Term	Spring Term	Summer Term
Nursery	On-entry assessment (Professional judgement)		
Reception	NFER Baseline Assessment (within 6 weeks of child's start date) RWI formal assessment each half term	RWI formal assessment each half term	RWI formal assessment each half term Early Years Profile completed by end of June
Year 1	RWI formal assessment each half term	RWI formal assessment each half term	Phonic Check NFER Year 1 Tests Reading, Maths
Year 2	RWI formal assessment each half term NFER Year 2 Tests Reading, Maths, GPS	RWI formal assessment each half term	RWI formal assessment each half term NFER Year 2 Tests Reading, Maths, GPS
Year 3	NFER Year 3 Reading, Maths, GPS,		NFER Year 3 Reading, Maths, GPS,
Year 4	NFER Year 4 Reading, Maths, GPS,		Multiplication Tables Check NFER Year 4 Reading, Maths, GPS,
Year 5	NFER Year 5 Reading, Maths, GPS,		NFER Year 5 Reading, Maths, GPS,
Year 6	NFER Year 6 Reading, Maths, GPS	Practice SAT Papers Reading, Maths, GPS	KS2 SATs Reading, Maths, GPS

NFER tests are administered for analysis purposes and the Subject Coordinator analyses and identifies actions needed which can be whole school, year group or class based.

PUPIL PROGRESS MEETINGS

At the end of each term, Pupil Progress Meetings take place with the Headteacher, Deputy Headteacher, SENCO and class teacher in order to review current interventions and progress made. The class teacher will also identify children who are not at the expected standard for the year group. The class teacher will plan interventions accordingly and feedback on their progress in the next Pupil Progress Meeting.

REPORTING TO PARENTS/ GUARDIANS

At Emmaus, we aim to keep parents/ guardians fully informed about the progress of their children and we encourage them to contact school if they have any concerns or queries regarding the progress of their child.

Parents/ guardians of children from Reception to year 6 will receive termly reports, which inform them of their child's progress and attitude towards school. The summer term report, however, is a more detailed annual report which provides parents/ guardians with a written summary of how their child has performed in each subject across the curriculum.

Parents are offered the opportunity to meet with their child's teacher twice a year at parents' meetings, where termly reports and pupil targets are discussed.

MODERATION

Moderation is important to ensure a consistent approach to assessment throughout the school. Moderation meetings will take place regularly throughout the school year to confirm teacher judgements and ensure consistency across year groups.

Subject Leaders will monitor a selection of workbooks from each class to evaluate coverage, presentation skills and progress made. They will then produce a report which will be given to the class teacher, Head teacher and Deputy Headteacher.

Review date: September 2027