



Rosh Pinah Primary School

Teaching, Learning and Assessment Policy

Date of Ratification: December 2020

Date for Review: September 2021

This Policy outlines the fundamental aims, which underpin all teaching and learning at Rosh Pinah Primary School.

Aims

The aims of our Teaching and Learning Policy are as follows:

- To ensure the highest standards of teaching across the school, to enable children to learn most effectively
- To take account of individual needs and children's stages of development and build on knowledge and experience within a context of equality of opportunity for all regardless of class, race, creed, gender or ability
- To have a consistent approach to classroom management and organisation
- To provide a positive and stimulating work environment for all users of the school
- To equip children with the skills to become enthusiastic and independent learners
- To help children develop skills, knowledge and concepts relevant to everyday life
- To ensure effective planning, delivery and evaluation of the curriculum throughout the school
- To provide a curriculum that takes into account the diversity of interests of children attending Rosh Pinah and recognises the knowledge and experiences that children bring to the School.

Expectations of Teaching & Learning

At Rosh Pinah we expect teachers:

- To be a positive role model
- To ensure that learning is progressive and continuous
- To provide a challenging and stimulating programme of study to all children in their care
- To recognise and plan for the individual needs of each child, with support where appropriate
- To uphold professional standards, including being punctual, well prepared and organised
- To manage change and the development of their own professional expertise
- To maintain an up-to-date knowledge of the National Curriculum and educational developments, including Early Years
- To work collaboratively and share expertise
- To attend school regularly and be punctual for lessons
- To take responsibility for their own professional development
- To contribute and enjoy a positive attitude towards school life.

At Rosh Pinah we expect parents and carers:

- To ensure their children attend school regularly, arrive on time and are in good health
- To notify the school immediately of the reasons for any absences
- To participate in discussions concerning their child's progress and attainment
- To be aware of and support the School's Behaviour Policy
- To support the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables, and understand the importance of homework.

At Rosh Pinah, we expect all members of the School Community:

- To support a positive school environment

- To work as a team, motivating, supporting and encouraging each other
- To offer equal opportunities in all aspects of school life
- To provide an environment in which everyone can feel safe, secure and valued and have high expectations of behaviour
- To promote positive relationships and a sense of belonging to the whole school community.

Approaches to Teaching & Learning

We use a variety of strategies to encourage children to work to the fullest potential. These include:

- Questioning
- Explaining
- Instructing
- Observing
- Assessing
- Encouraging & Praising
- Target Setting
- Diagnosing
- Recording
- Listening
- Giving feedback
- Marking work
- Encouraging Collaboration and Co-operation.

Classes are organised in a variety of ways to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently. Teachers provide children with activities designed to be interesting and challenging, which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity may include:

- Practical investigations and experiments
- Creative activities
- Open-ended investigations
- Predicting outcomes
- Physical development activities
- PSHE activities.

Children's progress is evaluated on an ongoing basis. The ways we do this include:

- Baseline assessment at the beginning of the child's school career and each academic year
- Regular teacher assessments and samples of work
- Marking of children's work
- Reports to parents
- Target setting and review of targets
- Standard Attainment Tests (SATs)
- Ongoing verbal feedback.

Planning

In order for children to have an effective learning experience, each lesson must be well- planned. At Rosh Pinah, we use long-term, medium-term and short-term planning to cover all that will be taught within the classroom.

Long-term plans will set out the subjects and topics that will be covered over the whole

school year for each year group.

Medium term plans are provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.

Teachers will then produce weekly plans setting out exactly what work is to be done each day. These will include clear learning objectives, descriptions of the activity and how the work will be assessed.

We use a range of resources to support our Curriculum:

- The Primary National Curriculum 2014
- The National Curriculum for Science, History and Geography supported by the 'Rising Stars' Schemes of Work
- The Early Years Foundation Stage Framework
- Mathematics supported by the 'Abacus' Scheme of Work
- Computing supported by the 'Purplemash' Scheme of Work
- Music supported by the 'Charanga' Scheme of Work.

Planning Organisation

Long term planning with Cross Curricular Links

The Long Term planning with Cross Curricular Links Folder is saved on the Staff Shared Drive (SSD) in the Curriculum Maps and Overviews Folder.

Curriculum Overviews

The Curriculum Overview folder is saved on the Staff Shared Drive (SSD) in the Curriculum Maps and Overviews Folder.

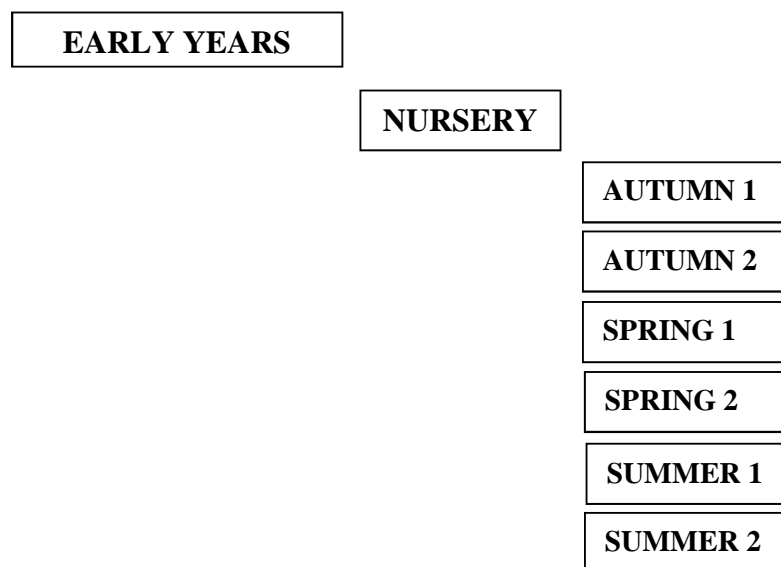
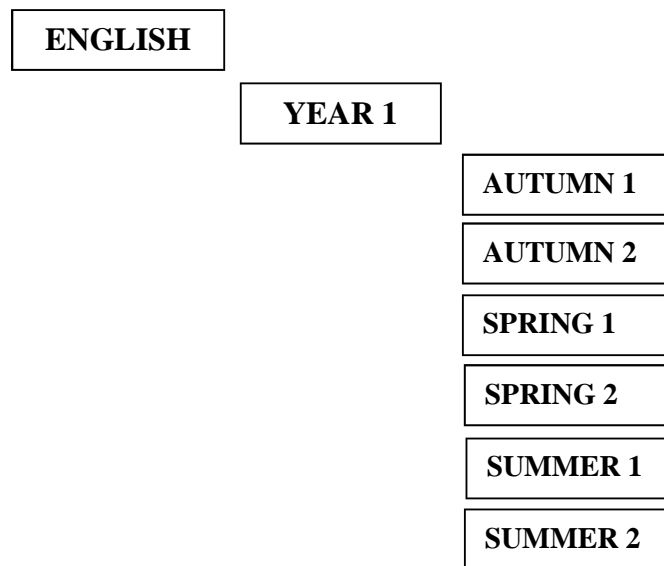
Weekly Planning

Appendix A – Weekly Planning Pro-forma

Planning for all subjects is saved on the Staff Shared Drive (SSD) in the Curriculum Folder. There are Subject Folders for:

- English
- Guided Reading
- Maths (Abacus) annotated hard copies
- Science
- History
- Geography
- French
- Art
- DT
- Computing
- Music
- PE
- JS.

Within each subject folder there is a folder for each year group and folders for each half terms planning. Example below.



Remote Learning/Blended Learning

Every child has been set up with a Google Classroom account for use should there be the need to self-isolate or during a school closure due to the COVID 19 Pandemic. The Google Meet platform allows resources to be shared, teachers to provide explanation, and learners to ask questions in 'real-time'. A full timetable schedule has been prepared in the event of closure. This outlines a range of learning activities in all subject areas. Where possible the School will deliver content in a 'live' manner using text or audio and/or visual means.

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment for Learning (AfL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each half term we have an 'Assessment Week' which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance at least every half term and in particular identify those pupils at risk of underachievement. Additionally, we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

We use the Herts for Learning Assessment Grids for Reading, Writing and Maths to gauge whether children are working above or below age related expectations. Our system calculates progress based on age-related expectation points over time, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the National Curriculum.

We enter assessment data every term on Hfl mark sheets. Reading and Writing is saved on the same marksheet and there is a separate marksheet for Maths. Class teachers are responsible for ensuring the assessment data for their class is completed in readiness for Pupil Progress meetings.

- **Appendix B** – Assessment Pro-forma to be completed prior to pupil progress meetings
- **Appendix E** – Assessment Rubric (HFL)

High Quality Lessons

We have identified the main factors that contribute to effective teaching and learning in the classroom.

Before the lesson, the teacher will have:

- Relevant knowledge of the subject
- Planned activities that take account of the needs of each individual child
- Identified the aims and intended learning outcomes of the lesson
- The relevant resources available and accessible
- Planned the use of the teacher role
- Planned the use of the other adult role.

During the lesson, the teacher will:

- Give clear information and explanations to the children
- Tell the children the aims of the lesson and how these relate to previous and future learning.
- Ensure that the children know what is expected of them, both in terms of work and

behaviour

- Inform the children about the way they will work whether in groups or alone, silently or in discussion, what resources they will use etc.
- Interact effectively with the children
- Act positively and with appropriate humour
- Have an awareness of the whole class
- Manage the children well, using clear and orderly routines with consistency, so as to achieve high standards of discipline
- Match work accurately to the children's abilities
- Develop children's language and social skills
- Give appropriate opportunities for the children to extend their learning
- Take steps to motivate and inspire the children
- Evaluate and assess the lesson as it progresses.

After the lesson, the teacher will:

- Assess the lesson in light of what happened
- Evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate
- Mark work consistently and appropriately, depending on the work done
- Give verbal feedback and praise and written feedback where appropriate.

High Quality Teaching

When the quality of teaching is good, the following will be observed:

- Well informed, planned and organised lessons
- Good knowledge of the subject being taught
- Clear learning outcomes, of which pupils are aware
- High expectations of work and behaviour
- Differentiated activities with appropriate resources
- Good relationships between the teacher and children
- Tasks which are challenging and give opportunities for further development
- Appropriate questioning skills to motivate and inspire children
- Good time management leading to well-paced lessons
- Other adult support being appropriately deployed
- Evidence of evaluation and assessment.

High Quality Learning

When the quality of learning is good, the following will be observed:

- Children on task, knowing the time available to complete work
- Children able to explain the purpose of their task
- Children involved in the decision making and learning process
- Children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application
- Quality outcomes in the work produced
- Evaluations and positive feedback
- A safe, stimulating and comfortable work environment
- Acknowledgement of different approaches, including trial and error and learning from each other.

Teachers' Standards

All teachers are expected to meet the Teachers' Standards by making the education of their pupils their first concern, and by being accountable for achieving the highest possible standards in work and conduct. We expect teachers to act with honesty and integrity, have strong subject knowledge and to keep their knowledge and skills as teachers up-to-date. We also expect teachers to be self-critical, forge positive professional relationships, and work with parents in the best interests of their pupils.

Appendix C - Teachers' Standards

ROSH PINAH TEACHING TIMELINE

The teaching timeline should be used as a guide for individual lessons

Intro 20 Min	Introduce learning objective and success criteria	Assessment for Learning Strategies used throughout (possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	
	Set out expectation for end of the session	

Main activity 30 mins	Children reflect on previous learning and marking	Assessment for Learning Strategies used throughout
	At least 30 minutes focused activity. Children are independent. The teacher continues to teach through focused groups.	
	Mini-plenary used within independent learning time to make connections, address misconceptions, refine & rehearse	

Plenary 10 mins	Address success criteria and learning within groups- who has achieved?	Assessment for Learning Strategies used throughout
	Demonstrate depth where appropriate using application questions.	
	Teacher evaluation next steps- Where do we go from here?	

Classroom Routines

The following are features of a well organised classroom:

- The classroom has consistent routines, which children are aware of, including such rituals as the taking off and putting on coats, storage of bags and lunchboxes etc
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall and playgrounds are well known to the children and used appropriately and consistently
- Class rules are discussed, agreed and displayed, based on the School's Behaviour Policy
- Clear rewards and sanctions are consistently applied
- Children are informed about the timetable for the day, especially when there is a change to normal routines
- Routines are in place for the start and end of lessons and activities, to maximise learning time
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons
- Children are clear about how to attract the teacher's attention
- Routines for retrieving, using and clearing away resources are followed.

Resources

A ready supply of appropriate resources are vital to teaching and learning. Each classroom should have:

- Sufficient resources, readily available and easily retrievable without disruption, in order for the planned lessons to take place efficiently and effectively
- Good quality, appropriate resources, relevant to the age group being taught and for the planned lesson
- Clearly labelled storage units for resources, specific to a subject and legible to the children. An attractive and well-resourced book corner
- A working computer
- Clearly displayed timetable/planning, accessible to supply teachers
- Resources should be stored tidily, and children should be trained in their retrieval and putting away and their use.

Displays

Displays are an important part of the well-organised classroom. A good classroom has:

- A variety of work on display, reflecting the different curriculum areas
- Displays that are up to date and relevant to the work at hand
- Displays that are self-explanatory and informative, with clear, well-written labels
- Lively interactive and attractive displays with co-ordinated backing paper and fabrics
- Displays that reflect diversity in our school
- A Literacy and Mathematics Learning Wall.

Children will understand the importance of display and value displays within the school. All children will have the opportunity to have their work displayed over time. All work displayed will be of the highest quality and irrespective of ability.

Furniture

Furniture will be clean, undamaged and of good quality and be:

- Of the appropriate size for the children using the classroom
- Organised to maximise the use of space within the classroom
- Able to support storage and display within the classroom
- Organised to facilitate the teaching style(s) being used in the lesson (e.g. whole class, small

groups)

In addition, each class will have a clock showing the correct time synchronized and appropriately positioned for use by the children.

Pupils with Special Educational Needs

The Class Teacher is responsible for ensuring that work is suitably differentiated. Children may be withdrawn for extra support, or receive support in the classroom, from LSAs, the SENCO.

Classroom Observations

Work in the classroom is observed on a regular basis. The teacher will have the opportunity to discuss her/his professional needs as a teacher with the relevant people

The aims of these observations are to:

- Promote the effectiveness of the teacher in the classroom
- Support the teacher's professional development
- Inform the Senior Management Team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice
- Allow time for reflection on personal practice.

Individual lesson plans are to be completed for formal observations using the Rosh Pinah School Lesson Plan Pro-forma. ***Appendix D - Rosh Pinah School Formal Lesson Plan Pro-forma***

Celebrating Achievement

At Rosh Pinah we believe in celebrating achievement of all children. We do this through:

- Displays in classrooms and around the school
- Performance of children's work
- Encouraging children to draft and redraft work in order to raise standards
- School assemblies and special events
- Stickers, certificates, wrist bands, badges, post cards home and other rewards for high achievement in work, effort or behaviour
- Praise and encouragement
- Informing and involving parents in the good work their children do.

Fundamental British Values as part of Spiritual, Moral, Social and Cultural (SMSC) Development.

We promote the Fundamental British Values of Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with Different Faiths and Beliefs. By actively promoting the values we challenge opinions or behaviours in school that are contrary to fundamental British Values. Our pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. We teach our pupils that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Reporting to Governors

Governors are informed about the effectiveness of the Teaching and Learning Policy and how it impacts upon raising standards. The Lead on Assessment/Headteacher will be responsible for reporting such information to the Governing Body on a termly basis.

First produced April 2017

Ratified by Governors May 2017

Updated November 2020

Appendix A - Rosh Pinah Weekly Planning

Year Group:

Subject:

Teacher:

TA:

LI	Day	Main Activity	NC Level: <i>Lower Activity</i>	NC Level: <i>Upper Activity</i>

Appendix B – Pupil Progress Proforma

Pupil Progress End Autumn Term

Class						Date	
Staff Involved							
CONTEXT							
Total	Boys	Girls	FSM & Ever 6	EHCP	SEN support		
ATTAINMENT % meeting or exceeding age- related expectations							
Reading		Writing			Mathematics		
Reading Target - %		Writing Target - %			Mathematics Target- %		
Number of children / Number in class		Number of children / Number in class			Number of children / Number in class		
ATTAINMENT % exceeding age- related expectations							
Reading		Writing			Mathematics		
Reading Target - %		Writing Target - %			Mathematics Target- %		
List names of children with surname		List names of children with surname			List names of children with surname		
Number of children / Number in class		Number of children / Number in class			Number of children / Number in class		
ATTAINMENT % working below age- related expectations							
Reading		Writing			Mathematics		
List names of children with surname		List names of children with surname			List names of children with surname		
Number of children / Number in class		Number of children / Number in class			Number of children / Number in class		

PROGRESS		
% meeting sufficient progress target (3 HFL levels of progress per year)		
Reading	Writing	Mathematics
Number of children / Number in class	Number of children / Number in class	Number of children / Number in class
PROGRESS		
% exceeding sufficient progress target (3+ HFL Levels of progress per year)		
Reading	Writing	Mathematics
List names of children with surname	List names of children with surname	List names of children with surname
Number of children / Number in class	Number of children / Number in class	Number of children / Number in class
PROGRESS		
% below sufficient progress target		
Reading	Writing	Mathematics
List names of children with surname	List names of children with surname	List names of children with surname
Number of children / Number in class	Number of children / Number in class	Number of children / Number in class
PROGRESS		
Pupils with stretch targets - on track to meet sufficient progress target yes/no		
Reading	Writing	Mathematics
List names of children (with surname) with stretch targets. Include how many steps progress they have made from September e.g.	List names of children (with surname) with stretch targets. Include how many steps progress they have made from September	List names of children (with surname) with stretch targets. Include how many steps progress they have made from September

PUPILS MAKING INSUFFICIENT PROGRESS

Name of pupil making insufficient progress	Subject R/W/M	HFL Grade	Number of Steps Progress since September	What actions have taken place to support their attainment and progress	Evaluation

PUPILS WITH STRETCH TARGETS

Name of pupil with stretch targets	Subject R/W/M	HFL Grade	Number of Steps Progress since September	What actions have taken place to support their attainment and progress	Evaluation

PUPILS RECEIVING THE PUPIL PREMIUM GRANT

Pupil Premium	What is being done to support their learning	Evaluation

Judgements supported by work in pupils' books.

Additional notes arising from the meeting

- **Which pupils do you feel are now showing concerns/exceeding expectations. What will the planned programme include? How will it be organised.**
- **What has gone well?**
- **What are the challenges?**



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix D



ROSH PINAH SCHOOL FORMAL LESSON PLAN

Teacher:	Class:		Number of Pupils:	Number of SEND Pupils:
Subject	TA:	Date:	Observation Time:	Observer:
Unit of work:			NC Level:	
Learning Objectives (WALT):			Success Criteria (WILF):	
Introduction/Starter				Time:
Main Section 1:				
Differentiation:				
Reflect (mini plenary)				
Main Section 2:				

Plenary:

TA:

Context:

Evaluation:

Appendix E – Assessment Rubric (HFL)



Rosh Pinah Assessment Rubric

PHASES	POINTS	PROGRESS	ARE – Age Related Expectations Autumn/Spring /Summer
30-50 Months	30-50 Months E	Entering	Nursery Autumn Baseline
30-50 Months	30-50 Months D	Developing	Nursery Autumn
30-50 Months	30-50 Months S	Securing	Nursery Spring
40-60 Months	40-60 Months E	Entering	Nursery Summer
40-60 Months	40-60 Months D	Developing	Reception Autumn
40-60 Months	40-60 Months S	Securing	Reception Spring
ELG	ELG	ELG Expected Level	Reception Summer
Phase A	A0	Entering	Securely ARE for Year 1 Autumn
Phase A	A1	Developing	Securely ARE for Year 1 Spring
Phase A	A2	Securing	Securely ARE for Year 1 Summer
Phase A	A3	Yr1 Above NS	Securely ARE for Year 2 Autumn
Phase A	A4	Developing	Securely ARE for Year 2 Spring
Phase A	A5	Securing	Securely ARE for Year 2 Summer
Phase A	A6	Yr 2 Above NS	Securely ARE for Year 3 Autumn
Phase B	B1	Developing	Securely ARE for Year 3 Spring
Phase B	B2	Securing	Securely ARE for Year 3 Summer
Phase B	B3	Yr 3 Above NS	Securely ARE for Year 4 Autumn
Phase B	B4	Developing	Securely ARE for Year 4 Spring
Phase B	B5	Securing	Securely ARE for Year 4 Summer
Phase B	B6	Yr 4 Above NS	Securely ARE for Year 5 Autumn
Phase C	C1	Developing	Securely ARE for Year 5 Spring
Phase C	C2	Securing	Securely ARE for Year 5 Summer
Phase C	C3	Yr 5 Above NS	Securely ARE for Year 6 Autumn
Phase C	C4	Developing	Securely ARE for Year 6 Spring
Phase C	C5	Securing	Securely ARE for Year 6 Summer
Phase C	C6	Yr 6 Above NS	