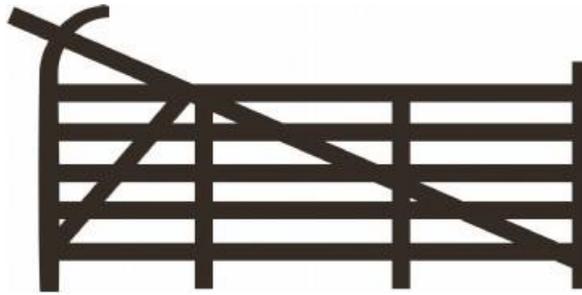


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Teaching and Learning (including Assessment) POLICY

**Tollgate Primary School
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Document Change History

Version	Author	Date	Change Details
1	H. Brookman & K. Korth	Autumn 2017	
2	K. Korth	January 2019	1.1 Changed sentence so in line with new vision & mission 1.2 Changed values to new school values 6.4 Added screenings in
3	HB	January 2020	Added section 8 Homework
4	HB	January 2021	4.1 CUSP/CLUSP included 6.3 – Updated based on USP expectations 7.1 - Updated

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1. Principles and Ethos

- 1.1 At Tollgate Primary, we believe in a personalised approach to teaching and learning. We respond to each pupil's needs so they have secure foundations in their learning to achieve their potential.
- 1.2 At Tollgate, we believe in giving our children the opportunity to develop their full potential as confident and resilient learners who demonstrate our school values of respect, resilience, happiness, kindness, motivation and independence.
- 1.3 We believe children learn best when...
- they feel happy, safe, secure, confident and valued
 - they are entitled to and have access to the full range of the curriculum irrespective of ability or disability, social background, culture or gender
 - their work provides appropriate challenge matched to their individual needs
 - individualised feedback is given and pupils have an opportunity to respond and work towards next steps.

2. Learning Environment

2.1 We expect the learning environment to include:

- a familiar routine with inclusive practises
- setting high expectations in achievement and behaviour
- increasing independence and responsibility
- creating positive attitudes towards taking risks and learning from mistakes

2.2 To ensure learning is engaging and accessible for all, we expect learning environments to:

- adopt to a range of teaching strategies to enable effective learning
- show pupil's work being valued and celebrated
- be well-resourced, accessible and engaging spaces for learning

3. Teaching and Learning

3.1. We are committed to delivering a broad and balanced curriculum that not only ensures that all pupils are literate and numerate, achieve high standards in basic skills, but also embeds these across the curriculum.

3.2. We will offer an enriched curriculum through visits, visitors and themed topic days.

3.3 At Tollgate Primary, we expect a cycle of teaching and learning. Teachers are expected to plan and teach engaging lessons. During these lessons, teachers will observe and assess pupil's learning which then informs future planning.

3.4. Planning will include differentiation ensuring all pupils, those with special needs or gifted and talented, are appropriately challenged.

4. Curriculum

- 4.1 We follow the National Curriculum. As part of the Unity Schools Partnership, we will begin to implement Curriculum with Unity Schools Partnership (CUSP) and Curriculum in Literacy with Unity Schools Partnership (CLUSP) during 20-21. These will be fully in place from September 2021.
- 4.2 We aim to deliver a cross-curricular approach utilising topics to inspire and engage pupils in their learning.
- 4.3 In the Foundation Stage, teachers follow the Early Years Foundation Stage framework.
- 4.4 When planning work for children with special educational needs we give due regard to information and targets contained in the pupil's Individual Support Plans, or on their Education, Health and Care Plans (EHCPs).

5. Staff Continual Professional Development

- 5.1 A key element to the successful teaching at Tollgate Primary is a strong culture for CPD and shared practice.
- 5.2 Each week, there is dedicated time for CPD. These sessions can be delivered by teachers, from Tollgate and within the Trust, or by external parties.
- 5.3 Within each year group, we encourage collaborative planning between staff by providing PPA time together.

6. Assessment

At Tollgate Primary, assessment is used to inform short and long term planning and target setting. Teachers use regular feedback and formative assessments to guide their teaching. Summative assessments are used to track attainment and inform interventions.

6.1 Feedback

- 6.1.1 At Tollgate, a range of age appropriate feedback strategies are used.
- 6.1.2 We recognise that verbal feedback is very effective, therefore it is given regularly throughout lessons to give immediate support in order to achieve the lesson objective.
- 6.1.3. Written feedback is provided to inform pupils of their strengths and next steps in their work. Teachers can use a variety of methods to provide written feedback;
 - Acknowledgement
 - Focused against objectives
 - Finding misconceptions
 - Pupil Teacher Dialogue
- 6.1.4 Pupils must be provided with an opportunity to react to any feedback given.

6.2 Formative Assessment

- 6.2.1. Teachers will use a range of age appropriate formative assessment techniques.
- 6.2.2. Pupils will learn how to accurately self and peer assess as they move through the school.
- 6.2.3 In Foundation Stage, staff observe and assess continually. These observations and assessments are recorded in a pupil's learning journey.

6.3. Summative Assessment

- 6.3.1. In EYFS, teachers make age and stage judgements which are used to track progress through the development matters and towards the Early Learning Goal.
- 6.3.2. In EYFS and Key Stage 1, we expect teachers to track a pupil's phonic progress through the phases and use this to inform teaching and interventions.
- 6.3.3. In Key Stage 2, we expect teachers to track a pupil's spelling progress and use this to inform teaching and interventions.
- 6.3.4. In reading and maths, we will use a termly summative assessment to track attainment of each pupil in Key Stages 1 and 2 using PiXL.
- 6.3.5. In writing, we expect a minimum of one unaided piece of writing per term. Writing will be assessed once per year using No More Marking.
- 6.3.6. Summative assessments are completed in line with the assessment calendar provided by Unity Schools Partnership.
- 6.3.7. Summative assessments will be collated and the data used to inform school targets and interventions.

6.4. Screenings

- 6.4.1. Screenings in Reading Fluency and Number Fluency are used in all year groups.
- 6.4.2. Screenings are delivered by Teaching Assistants at regular intervals throughout the year (every 6 – 10 weeks)
- 6.4.3. Screenings are used to identify gaps and influence interventions and planning.

7. Monitoring Effectiveness

Monitoring Effectiveness will be assessed through governors, Senior Leadership team (SLT), subject leads and parental feedback.

7.1 SLT and Subject Leads

- 7.1.1 Teaching and Learning is monitored through a range of strategies. These may include a lesson observation, learning walks, pupil book study, pupil progress meetings and parental feedback.

7.2 Governors

- 7.2.1. The Head of School provides governors with a teaching & learning update at each governors meeting.
- 7.2.2 All governors participate in 'Deep Dive Days' which provide them with an insight into the daily life at Tollgate Primary and the curriculum that is delivered.

7.3 Parents

At Tollgate Primary, we believe parents have a fundamental role to play in helping children to learn.

- 7.3.1. We accept feedback from parents about the curriculum and learning environment at the school.
- 7.3.2 We communicate regularly, through parents' evenings and annual reports, their child's progress and attainment.
- 7.3.3. We extend learning to parents through long term plans being available on the website, thematic days and family workshops.

8. Homework

- 8.1 In order for children to have secure foundations, children need to practise key skills repeatedly. Tollgate approach to home learning helps secure the basic skills/knowledge required to be numerate and literate.

8.2 Our expectations are as follows;

Nursery (Ladybirds)	Share a story at least 3 times a week. Topic Based Activities
Reception (Butterflies & Bumblebees)	Read at least 3 times per week for a minimum of 5 minutes. Share their library book.
Year 1 (Robins & Woodpeckers)	Read at least 3 times per week for a minimum of 5 minutes. Weekly Spellings
Year 2 (Hedgehogs & Squirrels)	Read at least 3 times per week for a minimum of 5 minutes. Weekly Spellings Times Tables or Number Activities
Year 3 (Hawks & Owls)	Read at least 3 times per week for a minimum of 5 minutes. Weekly Spellings Times Tables or Number Activities
Year 4 (Badgers & Foxes)	Read at least 3 times per week for a minimum of 5 minutes. Weekly Spellings Times Tables or Number Activities

8.3 For spellings, children will have 4 – 6 words each week. These may be common exception words (tricky words), words based on phonics/spelling rules, or topic words. There is an expectation that these words will be differentiated appropriately to match the children's needs.