

Itchen Abbas Primary School Teaching, Learning and Assessment Policy



At Itchen Abbas we have combined our learning and teaching policy with our assessment policy as we feel strongly that without rigorous, effective assessment, you cannot have well informed, good teaching and learning.

Equal Opportunities

Itchen Abbas Primary School is committed to offering all children equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

Rationale

At Itchen Abbas Primary School, we believe that learning should be relevant, meaningful, highly engaging and enjoyable and should be personalised for the individual. Through our teaching we strive to help children and our whole school community develop a growth mindset and become risk takers in their learning; we aim to help children develop a love of learning and thirst for new knowledge and understanding. We endeavour to equip children with the tools, skills and attributes required to become successful lifelong learners.

This Teaching, Learning and Assessment Policy is intended to promote consistency and high standards and support the achievement of the school's aims, as outlined in the School Improvement Plan (SIP). At Itchen Abbas, we aim to inspire all children to reach their full potential and to develop skills for life within a safe, supportive environment and community.

Our School Aims

At Itchen Abbas Primary School, we aim to work in partnership with families and the community to:

1. Achieve the aims of the National Curriculum & Early Years Foundation Stage.
2. Provide equity and inclusion for all pupils, irrespective of background and starting point.
3. Develop and apply knowledge, skills, understanding and enjoyment that promotes a lifetime of successful learning.
4. Develop responsible young people who make a positive contribution to society.
5. Develop confident individuals who lead safe, healthy and fulfilling lives.
6. Show respect and tolerance for all cultures, including our own.
7. Develop strong partnerships with parents and carers that influence learning at school and home.

Our Values

At Itchen Abbas Primary School, we emphasise key learning behaviours. We expect all members of the school community to become outstanding role models of these learning behaviours:

1. Self-compassionate
 - I am warm and understanding to myself in times of difficulty.
 - I accept my imperfections and value myself.
 - I know that I am not alone, that everyone has similar feelings and emotions.
 - I have the tools and strategies I need for emotional resilience.
 - I know how to keep myself physically and mentally healthy.
2. Respectful
 - I show courtesy and good manners to others.
 - I value our differences in faith and beliefs; I appreciate and value our differences.
 - I look after equipment and belongings.
 - I value and listen to other people's opinions and thoughts.
3. Creative
 - I can transform my ideas, imagination and dreams into reality.
 - I give value and meaning to my self-expression.
4. Resilient
 - I can persevere when things are hard or go wrong and I can manage my feelings and emotions from this.
 - I don't give up.
 - I can manage distractions by knowing what distracts me and how to minimise their effect so I can make the most of every opportunity.
 - I notice what is happening around me by being aware of people and what they say and do. I think about and listen to what they say.
 - I am absorbed and focused on learning and activities; I give it my best.
5. Reflective
 - I think things over and draw out the important information I need.
 - I can plan, prepare and discuss my work before getting on so I know I have thought about it carefully.
 - I can evaluate and amend my work without self-judgement and criticism
 - I use my meta-learning because I know the way I learn and which strategies to use in for each situation and task.
6. Independent
 - I take responsibility for my own success.
 - I am able to make decisions for myself.
 - I can take care of myself and my belongings.
 - I can gather the resources and equipment I need.
 - I know how to help myself when I am finding the learning or situation hard.
7. Resourceful
 - I can ask questions to improve my understanding.
 - I can make links and connections, spot patterns and see how things fit together.
 - I can reason and come to a compromise when there is more than one opinion.
 - I can make good use of what I have already learnt to help me.
 - I can use my imagination to help me solve problems.
 - I am able to work effectively on my own or with a partner or in a team.

We celebrate the fact that all children are different and find different ways to learn. We ensure that our planning provides a range of enjoyable and memorable opportunities to engage, motivate and challenge.

Our teachers will:

- have high expectations for all children and support all children in making good progress from their starting points
- be a good role model for learning and behaviours
- be empathetic and approachable
- be forward thinking and continuing to learn themselves, take responsibility for keeping up-to-date with new pedagogy and implementing new ideas
- encourage and develop creativity and curiosity
- be passionate about their role and children in their class
- maintain a sense of humour and make learning fun!
- maintain a positive, safe, attractive learning environment which reflects high standards

The experiences we offer children include:

- relevant and meaningful contexts
- exciting open-ended tasks
- investigations and problem solving
- independent learning
- hands-on experiences
- use of relevant resources
- use of concrete, practical resources
- outdoor learning
- linked to children's interests
- whole class work, group work, pair work, independent work
- research and questioning
- reflecting upon and evaluating what has been learned
- creative activities, including design and production
- participation in physical activity

We strive to develop learners who are able to:

- challenge themselves and feel confident in taking risks
- understand that effort is paramount and their abilities are not fixed
- ask questions
- make links with previous experiences and apply their learning
- explore new concepts
- be creative
- value their mistakes as experiences to learn from
- persevere and be self-compassionate in the face of difficulties,
- can structure and inform their own learning

Learning is enriched wherever possible through a variety of methods including:

- a broad, balanced and imaginative curriculum
- the inclusion of local, national and international events
- our school routines
- the environment, including outdoors
- visitors to the school including experts in their field
- after school clubs
- home learning activities

- Fieldwork and visits to places of educational interest
- Partnerships with local people and industry

Effective Teaching

At Itchen Abbas, we believe children learn most effectively within a safe environment when the teacher provides:

- lessons informed by high quality, purposeful assessment
- rich tasks that enable all children to make progress
- high expectations and appropriate challenge for all children
- an atmosphere where children are prepared to take risks
- lessons which are meaningful and relevant with a clear purpose that includes expectations of children's achievement and outcomes of tasks
- supports children in making links in their learning and challenges their thinking
- innovative flexible and varied approach to teaching
- lessons where children's previous knowledge and interests are built upon
- developmental verbal or written feedback on children's work, encompassing child/teacher conferencing
- opportunities to review and reflect on learning
- thinking time before answering questions
- awareness and consideration of cognitive overload and over learning needs
- consideration of or support for the learning of children with differing abilities or needs
- personalised learning where appropriate
- opportunities for individual working and collaborative working with children from other classes and for real audiences
- talk, exploration, questioning, prediction and investigation
- develops understanding, compassion and empathy for the world around us

Assessment

Our aim at Itchen Abbas Primary School is for our children to know more, remember and apply more. Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. Our assessments inform our immediate and long-term planning.

Our assessment gives:

- Our pupils an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- Teachers the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching
- Parents and carers regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children
- School leaders and governor's information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- External agencies and partners (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Council, the DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

Assessment for Learning (AfL)

We believe that children learn best when teachers use assessment:

- of prior learning to plan from children's starting points
- of children's understanding throughout lessons to adapt and re-shape the learning
- of children's understanding to inform future planning
- to focus support, scaffolding and challenge
- to inform children of their next steps in learning
- to intervene quickly where children require support to catch up
- to know and build upon children's starting points

Teachers use this continuous insight into every child's learning to adapt lessons and inform future planning. At Itchen Abbas, the learning required with each unit or topic is planned out, however individual lessons are adjusted as a result of the children's learning and progress.

Assessment of Learning – our summative assessment

All children work towards agreed age related expectations (ARE). We aim for all children to achieve ARE by the end of each academic year. Children who can demonstrate they are working at ARE, may also be able to demonstrate an ability to work at a deeper level. In our school, we define this as 'greater depth'. This is not just "more content" but a richer understanding. Children will be able to show fluency, reasoning, and independence in applying their knowledge and they can connect new learning with prior knowledge, explaining it to others.

At Itchen Abbas we have adapted the Hampshire Assessment Model for assessing reading, writing and maths to suit our school. Children are assessed termly and this is used to focus teachers on what needs to be secured before moving on and tells us how children should be performing to be on track for ARE at the end of the year. We assess at the end of each term and plan using a recursive curriculum approach, enabling objectives to be returned to - securing and deepening children's understanding.

What are schools and settings statutorily required to assess?

Teachers carry out day to day, formative assessments and checks on pupils' understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupils' achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England. These assessments include:

EYFS Baseline Assessment

All children entering Reception complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of starting school. The RBA is a short, interactive, practical assessment carried out one-to-one by the class teacher or another familiar adult. It focuses on early mathematics, language and communication skills and is designed to provide a starting point for measuring pupils' progress across the primary phase. The assessment is not a test and children are not expected to prepare for it; instead, it is based on engaging activities that feel like part of normal classroom learning. Outcomes are used nationally to measure school progress from Reception to the end of Key Stage 2, rather than to track individual children, and do not generate scores to use in isolation.

The Phonics Screening Test

The Phonics Screening Check demonstrates how well children can use the phonics skills they have learned up to the end of Year 1, and to identify those who need extra phonics help. The checks consist of 40 words and non-words that each child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules that the child has been taught, but don't mean anything. The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. Pupils will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard. Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

End of Key Stage 1

Although statutory end of Key Stage 1 assessments are no longer required, we continue to use the KS1 SATs materials as part of our internal assessment processes. These tests provide additional evidence to support teacher judgements in reading, writing and mathematics at the end of Year 2. The information gained helps to ensure that our teacher assessments are robust, consistent and reflective of each child's attainment and progress.

End of Year 4

All state-funded maintained schools in England are required to administer an online Multiplication Tables Check (MTC) to all year 4 pupils. The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12×12 by the end of year 4. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

End of Key Stage 2

Pupils take statutory tests that assess whether pupils attain national expectations in reading, spelling punctuation and grammar and mathematics. We also assess pupils' progress over the key stage.

Our assessment practices will continue to provide information about pupils' attainment and progress. They will still involve marking pupils' work and providing written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback. We will continue to engage pupils in the whole assessment process by building self-assessment strategies into our teaching. We will provide periodic summaries of attainment and progress through in-class tests, teacher assessment and the formal externally set tests. We balance the frequency of assessment with the need for making progress and although there will be times when these tests take more time than others, we will always endeavour to maintain a balance between learning and assessment.

Assessment can take the form of asking questions and interpreting answers; observing behaviours and responses to tasks; knowing if and when to intervene; and drawing on a wide range of evidence to build up a picture of a learner's strengths and weaknesses.

Foundation Subject Assessments

Itchen Abbas Primary School's curriculum is planned so that pupils make connections between new learning and what has already been learned. Pupils acquire knowledge and skills through a carefully planned progressive curriculum.

Teachers use their own professional judgements to make regular (formative) assessments and one of three summative judgements at the end of the year:

- Working below expectations
- Working in line with expectations
- Working above expectations

Assessments will involve teachers:

1. Using the unit Knowledge Organiser (subject specific content for each curriculum area covered) to reflect on the degree to which children have demonstrated and applied their knowledge, concepts, skills and vocabulary throughout the unit of study.
2. Assessing children's *Post Assessment Tasks*: These tasks may be a single piece of assessed work that children are asked to complete at the end of every unit covered, a quiz, presentation or other activity that requires the children to apply everything they have learned independently of adult support.

What procedures will be in place to ensure assessment is rigorous?

We will draw on the expertise that is available in our school, locally and in partnership with other schools, and nationally as further information and guidance is made public. We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

Monitoring of pupils' work

- Provide time for teachers to work together to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review pupils' progress
- Senior leaders will carry out learning walks, review books and interview pupils about their learning and steps to improve
- As a staff team, we will quality assure the strengths and weaknesses identified following analysis of progress and standards in learning

Adaptations to future planning

- Children will be continually assessed throughout and at the end of each unit. Plans will be adjusted throughout each journey and additional support and intervention provided where required. Upcoming units of work will also be reviewed and annotated, to ensure that previous assessments are considered.

Formal testing

- Use of previous tests and commercially produced materials to provide an independent check on how well pupils are doing and to compare outcomes against judgements made using a range of other assessment evidence
- Use item analyses of these tests to find out where there are areas of overall strength and weakness in pupils' knowledge in order to inform how we organise and teach this in future

Pupil progress meetings

- Senior leaders, teachers and, if appropriate, teaching assistants and the SENCO will carry out a review of pupils' progress in each class and identify the extent to which pupils are meeting expectations
- Analyse ongoing and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies
- Use the outcomes of the meeting to target intervention for individual children.

Professional development, Moderation and support

- Staff take part in training to learn more about assessment and reporting arrangements
- Teachers will regularly carry out moderation of assessment and standards within and across key stages and alongside other schools.
- Cross-schools moderation events occur every year and provide an opportunity to ensure expectations are set at the right level and pitch.

Parents' evenings, meetings and annual reports

- Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning.
- Update parents on changes to the curriculum and assessment arrangements, and identify ways in which they can support their child's learning.
- Discuss the assessments and comments in pupils' books and statutory reports to parents
- Annual reports are given to parents at the end of each academic year. These reports summarise the achievements pupils have made during the year.

Improving Learning and Teaching

School staff are expected to reflect on their strengths and weaknesses to help shape their own professional development. Along with school self-evaluation, school improvement plan and individual performance management, this informs a programme of continuous professional development to address staff needs with in-house expertise and peer to peer coaching as well as links with other schools and external providers. We support our teachers in increasing their knowledge and skills, so they can continue to develop their practice and ensure they contribute to improving the school's provision.

Monitoring and Evaluating

This policy, along with the Teacher's Standards, standards of progress and attainment and the OFSTED criteria for teaching and learning, provide a basis for teachers and leaders to evaluate the quality of teaching and learning in their classroom and across the school, particularly with regards to their specific areas of responsibility.

When evaluating learning and teaching in school we make use of:

- classroom observations
- data analysis
- analysis of children's work and teachers' feedback
- planning scrutiny
- moderating and discussing the quality of pupils work with colleagues
- learning walks and drop ins
- pupil interviews
- feedback from parents and wider stakeholder surveys
- professional development weeks with coaching

Teachers receive feedback from all monitoring and evaluating processes, which informs whole school and individual areas for development and areas of strength. Best practice is then shared amongst staff and where appropriate, staff training initiated.

Role of the Headteacher and Governing Body

The headteacher, senior leaders and governors have a responsibility for school effectiveness and efficiency. They will:

- drive improvements to teaching and learning
- monitor the effectiveness of learning and teaching through self-evaluation and review
- monitor how effective teaching and learning strategies are in terms of raising children's attainment
- ensure that staff development and performance management promotes high quality teaching
- allocate resources effectively to support appropriate teaching strategies and pupil progress
- ensure that the school buildings and premises are best used to support successful teaching and learning
- pay due regard to health and safety regulations and the welfare of pupils and staff
- be aware of pressures on staff and be realistic and constructive dealing quickly and effectively with any identified issues

Reviewed: September 2025

To be reviewed every 3 years

Date for next review July 2028