



# Teaching and Learning (including Assessment) POLICY

**Tollgate Primary School  
Tollgate Lane  
Bury St Edmunds  
IP32 6DG**

<b>Plan Owner / Author:</b>	Hannah Brookman and Kathy Korth
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1			
2			

**Contents**

1. Principles and Ethos	3
2. Learning Environment	3
3. Teaching and Learning	3
4. Curriculum	4
5. Continual Professional Development	4
6. Assessment	4
6.1 Feedback	4
6.2 Formative Assessment	4
6.3 Summative Assessment	4
7. Monitoring Effectiveness	5
7.1 SLT and Subject Leads	5
7.2 Governors	5
7.3 Parents	5

## 1. Principles and Ethos

- 1.1 At Tollgate Campus, we believe in a personalised approach to teaching and learning. We respond to each pupil's needs so they are engaged, progress in their learning and achieve.
- 1.2 As a school, 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, courage, teamwork, participation, caring and joyfulness.
- 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 that 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 campus, 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 Trust, we have developed Route Planners for all curriculum areas. We use these as our long term plans and they inform our topics.
- 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 Education Plans (IEPs) or on their Education, Health and Care Plans (EHCs).

#### **5. Staff Continual Professional Development**

- 5.1 A key element to the successful teaching at Tollgate Campus 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 Campus, 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 Verbal feedback 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 a piece of 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 respond 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 As part of the Trust, we complete summative assessments against the TAS (Trust Assessment System) objectives. These are completed during the assessment window at the end of each term.
- 6.3.2 All assessments will be used to inform judgements against the TAS objectives.

- 6.3.3 In reading and maths, we will use a termly summative assessment to track attainment of each pupil in Key Stages 1 and 2.
- 6.3.4 In writing, we expect a minimum of one unaided piece of writing per term. This will be assessed against the TAS objectives.
- 6.3.5 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.
- 6.3.6 In key stage 2, we expect teachers to track a pupil's spelling progress and use this to inform teaching and interventions.
- 6.3.7 In EYFS, teachers make age and stage judgements which are used to track progress through the development matters and towards the Early Learning Goal.
- 6.3.8 Summative assessments will be collated and the data used to inform school targets and interventions.

## **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 termly lesson observation, a pupil progress meeting and evidence in books. This is all linked to an individual's performance management.

### **7.2 Governors**

- 7.2.1. The Governor's curriculum and standards committee meet regularly to monitor and challenge the implementation of the curriculum focusing on progress and attainment.
- 7.2.2 All governors participate in 'Deep Dive Days' which provide them with an insight into the daily life at Tollgate campus and the curriculum that is delivered.

### **7.3 Parents**

At Tollgate campus, 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 curriculum maps, thematic days and family workshops.