# St Bernadette's Catholic Primary School Teaching, Learning & Assessment Policy

*'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'*

**Rationale**

The teaching and learning process is the key vehicle of our school, enabling us to offer an accessible, rich, broad and ambitious curriculum, whilst meeting the statutory requirements of the national curriculum and achieve our school mission.

This policy has been written for the benefit of all members of the school community to ensure that they are aware of the fundamental principles that underpin the work of our school.

We strive for academic excellence; both in the knowledge and the skills that will equip each pupil for current and future learning, as well as the development of pupils with a perceptive social, moral and spiritual understanding of our Catholic faith and the aptitude to act as courageous stewards of Creation, able to make a significant contribution to their communities.

**Inclusion Statement**

St Bernadette's Catholic Primary School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and ambitious education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood. All pupils learn best in a learning community where they are valued for who they are and for the unique contributions they make to our school.

We promote the inclusion of all children and recognise the particular needs of those who are vulnerable, those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties. Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties. The specific needs of those children with medical difficulties will also be met so far as we are able. We will endeavour to ensure that the needs of all children are understood and met to the best of our ability, this includes the needs of Looked After Children.

**Assessment**

*Purpose of Assessment*

Children fulfil their potential when they are reflective learners who respond to accurate and timely feedback to improve their performance. Assessment at St Bernadette's has a very clear purpose. We use it to:

- diagnose areas of learning that require further development/consolidation
- measure attainment and monitor progress (this may be formal or informal and for school or national use)
- provide value-added data, e.g. for assessing the progress pupils are making over a period of time
- inform professional development and training for teachers
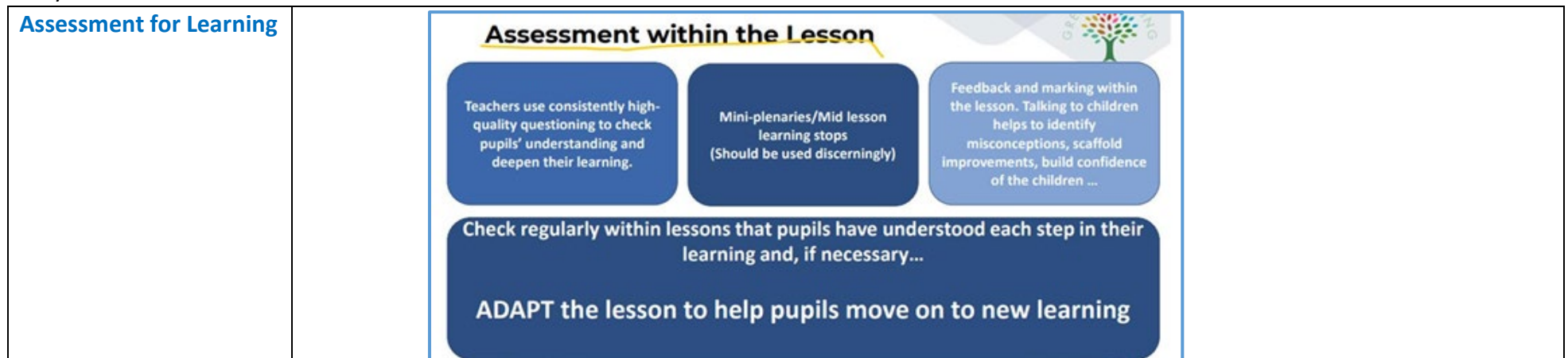- provide feedback to pupils and parents

*Quality Assured Assessment*

At St Bernadette's, we assess using KLIPs (Key Learning Indicators of Performance in English and Maths) for each year group. Our assessment criteria for the wider curriculum is published on our school website in curriculum planning documents for all subjects. These assessments fulfil National Curriculum requirements as a minimum.

**Types of Assessment**

At St Bernadette's, we use a variety of assessment types;

**Formative Assessments** are ongoing, informal assessments that we use to track pupil understanding and provide real-time feedback. We use quizzes, observations and paired/group discussions. Opportunities for this type of assessment for learning are embedded across the curriculum and are in every lesson.

| Assessment for Learning | |
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| | **Assessment within the Lesson**<br><br>Teachers use consistently high-quality questioning to check pupils' understanding and deepen their learning.<br><br>Mini-plenaries/Mid lesson learning stops (Should be used discerningly)<br><br>Feedback and marking within the lesson. Talking to children helps to identify misconceptions, scaffold improvements, build confidence of the children ...<br><br>Check regularly within lessons that pupils have understood each step in their learning and, if necessary...<br><br>ADAPT the lesson to help pupils move on to new learning |

| | We believe that verbal feedback given at the point of learning is incredibly powerful. |
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| | <ul><li>It can be used at different points within the lesson.</li><li>Can be for the whole class, for a group or an individual.</li><li>If verbal feedback is delivered, it must be indicated with: -<ul><li>✓ **pink** pen for positive feedback – something has been done well or is the reason for achieving the learning objective.</li><li>✓ **green** pen to indicate where misconceptions have been corrected or where developmental feedback has been given.</li></ul></li><li>Mini-plenaries – at the point of identified misconceptions, extending learning or to re-model concepts.</li><li>Feedback always related to learning objective/s.</li><li>Self-evaluation and reflection</li></ul> |

**Summative Assessments** include end-of-unit tests and termly assessments that feed directly into our termly and end of year reports. These tests evaluate a pupil's performance against specific criteria or benchmarks. Both Key Stage One and Key Stage Two classes undertake summative assessments in Reading, Mathematics and Grammar, Punctuation and Spelling. At St Bernadette's, we have chosen to use NFER tests which are backed up by over 75 years of assessment research and enable our teachers to confidently monitor attainment and pupil progress with alignment to National Curriculum tests. Further information can be found here.

**National Assessments** are undertaken on entry to Reception Class, this test is called the Baseline Test; in Year 6 Standard Attainment Tests (SATs) are taken in Reading, Mathematics and Grammar, Punctuation & Spelling. At St Bernadette's, children also undertake the optional Year 2 SATs in the summer term. At St Bernadette's our rational for children taking the optional SATs is to support teacher assessment and ensure that pupils are at age-related expectations.

**Diagnostic Assessments** help us to understand a pupil's current knowledge, skills, strengths, and areas for improvement before teaching begins. They are typically administered at the start of a new unit, school year, or skill set to guide teachers in shaping their lesson plans and tailoring instruction to meet the children's specific needs.

**Peer and Self-Assessment:** We encourage pupils to reflect on their own work and learn to give constructive feedback to peers, fostering self-regulation and critical thinking.

**Record Keeping and Tracking Progress**

Assessment at St Bernadette's involves careful record-keeping and tracking to support pupil progress. Legal requirements mandate keeping a curricular record of each pupil's academic achievements, updated annually; this is the 'End of Year Report'.
Teachers use a variety of methods for recording assessments which can include tick lists and informal notes, and they maintain detailed records of progress for each child. These records are shared with the next teacher at the end of each year to ensure continuity.

Termly summative assessments in core subjects help track progress against National Curriculum expectations.

Half termly curriculum assessment reports are used across the curriculum to assess the children's knowledge and skills in every subject taught. These assessments feed directly to the subject leaders and inform future school priorities including finance priorities and continuing professional development needs for all staff.

Those pupils with SEND and pupils for whom English is an additional language (EAL) are also assessed and monitored using a range of assessment tools and systems appropriate to their needs.

In Reception class pupils are given their **'Wow! Books'** to keep after which **'Records of Achievement'** are compiled for each child, which include academic, personal, and social achievements. These records are a celebration of a pupil's journey through St Bernadette's from Year One until Year 6. They include:
- First self-portrait in Year One
- 4 pieces of work from each year group. These should be pieces of work that a child is particularly proud of
- Work awarded the Headteacher's Award
- Any outstanding Artwork or Photographs of artwork.
- School Council Certificates
- Laudato Si Certificate
- Year 6 role certificates

Planning is always informed by assessment records, allowing teachers to adjust learning objectives based on student progress.

The Lancashire Pupil Tracker is used to monitor outcomes.

The Headteacher and assessment coordinator oversee the consistency and effectiveness of assessment practices.

**Feedback and Reporting**

At St Bernadette's, we recognise the importance of providing timely and constructive feedback to pupils to support their learning and growth. This feedback is delivered through observation, conversations, marking and target setting, particularly in Key Stage 2, where pupils are encouraged to self-evaluate.

Informal feedback is a continuous process, taking place daily through discussions and written comments. Reporting, on the other hand, is a formalised way of communicating progress to pupils, parents, and stakeholders.

Parents receive regular updates on their child's progress through formal channels such parents' evenings; termly achievement reports and end of year reports. The end of term reports cover academic progress in core subjects, highlight achievements and identify areas for growth. End of year reports cover all subjects, highlight achievements and offer targets for the upcoming year as well as a pastoral comment from both the class teacher and a member of the Senior Leadership Team. Statutory assessment results are also shared, including comparative data to provide context.

All reports aim to be clear, constructive, and accessible, ensuring that the information provided is actionable and supports future learning.

Additionally, "Records of Achievement" document both academic and personal accomplishments, fostering a holistic understanding of each student's development.

**Professional Development and Collaboration**

At St Bernadette's, the importance of teacher training and collaboration ensures consistent and effective assessment practices. The need for a shared understanding of assessment procedures is achieved through moderation meetings and regular training on assessment criteria. Teachers are encouraged to use resources such as the DfE's Exemplification Materials to align their understanding of expected outcomes.

In-house moderation ensures teachers collaborate on evaluating pupil work, which helps maintain consistent standards across subjects and year groups.

Professional development opportunities are provided to keep teachers updated on best practices and ensure assessments meet national standards.

Subject leaders play a key role in fostering a shared understanding by reviewing pupil work samples and facilitating discussions with teachers. Teachers share assessment data termly in Pupil Progress Meetings with the Headteacher.

At the end of each academic year, this information is passed on to the next teacher to ensure continuity in tracking progress.

Regular feedback and reflection between teachers help improve assessment practices and maintain fairness.

**Review and Evaluation of Assessment Practices**

- Our assessment and reporting practices are regularly reviewed and refined through feedback from teachers, pupils and parents.

- Teachers collaborate in moderation meetings and staff discussions to ensure consistency in assessment and align practices with curriculum standards.

- Data from summative assessments is used to track progress, identify achievement gaps and inform improvements in teaching and learning.

- Teachers set targets for students and review progress at the end of each term, which informs future planning.

- Feedback from parents, through parents' evenings, reports and surveys provides valuable insight into pupil progress and contributes to refining assessment practices.

- The Headteacher and subject leaders regularly monitor the effectiveness of the assessment process and ensure it aligns with educational goals. This ongoing review process allows the school to make necessary adjustments based on pupil needs.  Assessment data is also used to inform provision and improvement planning for both individual students and subgroups. By considering feedback from various stakeholders, the school ensures assessment practices remain responsive and aligned with educational objectives. This collaborative approach helps maintain effective and fair assessments for all students.

**Monitoring of this policy**
- Subject leader and SLT scrutiny through lesson observations and learning walks
- Pupil questionnaires and discussions
- Staff discussion
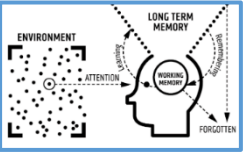- Outcomes from monitoring schedule

*Linked Policies*
- *Feedback and Marking*
- *Behaviour*
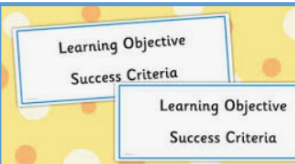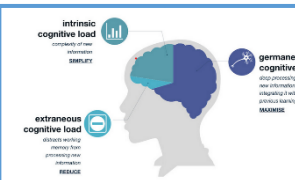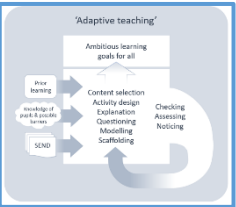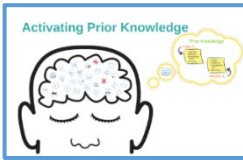- *All subject policies*
- *SEND*

**Appendix 1**

At St Bernadette's we are committed to great teaching and learning. We are committed to continuing professional development to ensure that we keep up to date with educational research and thinking. Below is our 'teaching toolkit' which we fully utilise to support great teaching and learning in our school.

*"The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils"*
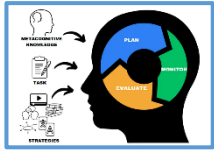*(The EEF guide to supporting school planning: A tiered approach to 2021)*

| Feature of Great teaching | How it is achieved at St Bernadette's |
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| **Planning**<br> | • **Staff have strong subject knowledge.**<br>• **Curriculum is planned in a progressive and structured way – teachers are able to articulate the sequence of learning across units.**<br>• **Medium term plans take into consideration prior and future learning**<br>• **Knowledge organisers are a child-friendly useable resource for the children which include prior knowledge, key knowledge and vocabulary.**<br>• **Presentation of new material is planned in small steps – consider cognitive overload.**<br>• **Precise planning for the quality of instruction**<br>• **Highly effective planned use of classroom support**<br>• **Adaptive teaching takes place where the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can access the learning and achieve**<br>• **Learning objectives decontextualised to allow transfer of procedural knowledge (formerly known as skills) and knowledge (factual)**<br>• **Clear learning objectives, outcomes and success criteria**<br>• **Cognitive and metacognitive strategies embedded- planning monitoring and evaluating- questioning is planned in**<br>• **Planning for challenge for "rapid graspers"- breadth & depth** |
| **Conditions & Culture for Learning**<br> | • **Cognitive and metacognitive strategies are embedded**<br>• **Proactive as opposed to reactive teaching - teachers anticipate and plan for potential misconceptions**<br>• **Activation of prior knowledge is embedded across the curriculum**<br>• **Teachers and children making good connections between learning**<br>• **Classroom environment and climate – clear daily routines and high expectations for tidy, working environment.**<br>• **Consistent behaviour for learning and high expectations where strategies for collaborative learning are explicitly taught**<br>• **Equality of opportunity for ALL pupils**<br>• **Risk taking in learning is actively taught and promoted**<br>• **Embedded understanding that genuine mistakes aid learning**<br>• **Pupils and adults have a growth mindset which is actively promoted and explicitly taught**<br>• **Working Walls – see Environment policy in staff handbook**<br>• **Mixed ability seating/grouping**<br>• **Clear sequence of learning** |

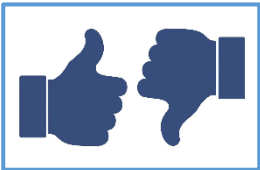| | |
|---|---|
| **Learning Objectives & Success Criteria**  | • Learning objectives are concise and age appropriate and are used effectively in all subjects. <br> • Los are learning related (not task related) <br> • LOs impact positively on learning and are referred to throughout the lesson <br> • LOs are <u>always</u> shared with additional adults who use them to effectively support learning <br> • LOs are shared with pupils (Los do not need to be written in KS1) and children can talk about their learning. <br> • Learning is usually led by one LO for the lesson <br><br> • Success criteria are used effectively in all subjects <br> • SC break down the LO clearly <br> • SC can be planned or generated with the children <br> • SC are <u>always</u> shared with additional adults who use them to effectively support learning <br> • SC are used to support self & peer evaluation and improve learning <br> • Once learning is secure SC is routinely reduced |
|  **Cognitive Load Theory** | • **Optimising intrinsic load –** routines, automate, pre-teach, segment, sequence, pre-teach, retrieval questions, activate prior learning <br> • **Reducing extrinsic load –** anything not intrinsically linked to the learning. <br> • Learning objective is concise, shared and referred to throughout the lesson <br> • Success criteria clearly defined, shared with additional adults and used by children to evaluate and improve own learning |
| **Adaptive Teaching**   | • Prior learning is rigorously assessed both before and during lessons and informs planning, teaching and learning <br> • New Learning is explicitly linked to prior learning <br> • Teachers continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations across the curriculum <br> • Based on positive and knowledgeable relationships with each child <br> • Promotes independence and participation of all children <br> • Informs pre-teach <br> • Informs planned scaffold and support <br> • Informs modelling <br> • Avoids overloading working memory <br> • Examples of adaptive teaching practices could include worked examples, elicit via questions, guided groups, providing extra WAGOLLS |

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| **Comfortable struggle**<br> | • Knowledge of the end point for each lesson and unit of work<br>• Plan for scaffolds to ensure all learner groups can meet their end points.<br>• Effective deployment of additional adults to support independent learning – 'do not steal their struggle'<br>• Use of worked examples, WAGOLLs<br>• Awareness of possible misconceptions and a readiness to address these.<br>• Identify the key vocabulary that will need explicit teaching during each lesson.<br>• Plan for interactive, dynamic and responsive questioning |
| **Stretch & Challenge**<br> | • Dynamic and interactive questioning is planned for to ensure children are thinking harder and pushed out of their comfort zones to deepen learning and encourage growth mind set<br>• Learning environment is dynamic and engaging and challenge is the norm<br>• Challenge is tailored to the needs of the individual<br>• Questioning and challenges are open-ended |
| **Reviewing Material** | |
| **Daily Practice**<br> | • Begin every lesson with a short review of previous learning to establish schema already gained – knowledge and concepts.<br>• Systematically check pupils' retention of knowledge<br>• Daily reviews – reteach material where necessary.<br>• Ensure children make consistent use of knowledge organisers and that there is explicit teaching of the vocabulary and regular revisits.<br>**Examples:**<br>▪ Quizzes, flashback 5, reflect and review time |
| **Retrieval Practice**<br> | **Retrieval Practice is a learning tool not an assessment tool.**<br>• Prompting children to recall information from memory with little or minimal prompting (EEF) leading to automaticity.<br>• Use of a variety of resources to recall work from previous day/week/month/year (Spacing – EEF). This must be regular to lead to automaticity.<br>• Weekly Cross curricular retrieval practice e.g. retrieval practice grid |

| Questioning | |
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| **Metacognition**<br> | • **Cognitive and metacognitive strategies embedded- planning, monitoring and evaluating questions planned in.** |
| **Check for Understanding**<br> | • **Hinge Questions (Dylan Williams) All children respond to these questions, mid-lesson, mid-topic, and in a range of styles.**<br>• **Questions continually check pupil understanding. Just because one child understands does not mean the whole class does**<br>• **Check for understanding - move back through the model appropriately and adapt if necessary**<br>• **Address misconceptions**<br>• **Encourage critical thinking**<br>• **Ask a number of children to relay back what they have understood** |
| **Elaboration & Collaboration**<br><br> | • **Sentence starters... I know that because...**<br>• **I can explain this further by...**<br>• **Sentence stems in mathematics**<br>• **Talk Partners**<br>• **Think pair share used.**<br>• **Cold calling – no hands up**<br>• **Pause pounce, bounce.**<br>• **Say it again better.**<br>• **Whole class response**<br>• **Open and probing questions, not closed questions** |

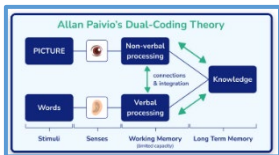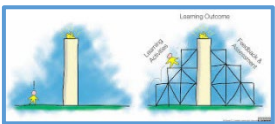| Modelling | |
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| **Small steps**<br> | • **Break up the content of the lesson into parts and teach a part at a time.**<br>• **Ensure each part is mastered before moving onto the next.**<br>• **Verbalise the thought process**<br>• **Pre-teaching if necessary** |
| **Worked Examples & Dual Coding**<br> | • **A fully worked out example OR a model answer.**<br>• **Should always be similar to what the pupils will be doing and exemplifies the success criteria of the learning objective**<br>• **Use of visualisers**<br>• **Modelling is done in collaboration with the pupils and not preprepared**<br>• **Think out loud – pupils know the steps and thought process is modelled**<br>• **Modelling includes the review and editing of learning, including at the point of composition**<br>• **Mix up completed, partially completed and uncomplete activities – this works best.**<br>• **Dual coding is used in the presentation of concepts to enable learner to process information through verbal and non-verbal cognitive channels** |
| **Scaffolds for challenging learning**<br> | ×  **The provision of scaffolds is NOT differentiation for lower attaining children – The EEF defines scaffolding as a metaphor for temporary support that is removed when it is no longer required**<br>**Effective scaffolds could be:**<br>- **a visual scaffold, such as a task planner**<br>- **a verbal scaffold, such as a teacher correcting a misconception at a pupil's desk**<br>- **a written scaffold, such as a writing frame**<br>- **manipulatives and artefacts**<br>- **use of images/generation of language**<br>- **vocabulary prompts**<br>- **answer prompts**<br>- **knowledge organisers**<br>- **partially completed questions/tasks**<br>- **Anticipate errors – show them examples of common mistakes**<br>- |

| Stages of Practice (Rosenshine) | **I do –** |
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| Rosenshine's 10 Principles of Instruction | - Explain the purpose. <br> - This is what we are learning. <br> - This is why we are learning it (where it fits in) <br> - Introduce tier 2 and 3 vocabulary. <br> - Direct instruction with teacher modelling several examples <br> - Identify and create steps for success and/or toolkit clearly on your working wall/screen |
| | **We do –** <br> - The 'we do' stage, also called the facilitation stage involves children working with their teacher or in small groups to begin practising the new skill. This stage is most effective when the guided practice closely mimics the teacher's modelled work. <br> - Provide scaffolding at this stage, such as a writing frame or partially completed worked examples, and gradually remove this scaffolding as learners become more proficient. Scaffolding may depend on the complexity of the task. <br> - Teachers continue to provide feedback during the we do stage and check for understanding is vital. <br> - Where necessary, teachers should re-model and explain the task and processes. <br> - Share examples in many forms (concrete, pictorial, abstract) |
| | **You do –** <br> • Children begin independent practice. <br> • Some students may still require additional support through questioning, sentence stems or concrete resources <br> • Most children will be ready to complete questions independently and can use the worked examples, prompt sheet or written instructions from the 'I do' and 'we do' stages as references. <br> • Brain, Book, Buddy & Boss to encourage self-efficacy <br> • Teachers and TAs circulate around the class; over the shoulder marking and identifying those making mistakes. They provide intervention at the point of learning which means students avoid repetitive mistakes. <br> • Those who are making mistakes can return to the we do facilitation stage and those who have mastered can attempt a more challenging task (Learning Lunge) <br> • Misconceptions are swiftly addressed and interventions timely to ensure greater success. |

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| **Obtaining a High Success Rate** | • At least 80% of the class should be correctly answering questions/accessing work at the level in guided practice before you move on to independent practice.<br>• Teach in small steps<br>• Check for understanding<br>• If too many students are making errors during independent practice, your success rate is too low. STOP, and reteach the material.<br>• Ensure pupils have mastered before moving onto the next. |
| **Active Learning** | • Teacher/pupil dialogue is balanced and discussion used effectively to engage, motivate, move learning on and deepen learning.<br>• Didactic practice and passive learning is avoided<br>• Activity provides the right amount of challenge and scaffolds<br>• The activity promotes independent learning<br>• Collaborative learning is promoted and encouraged<br>• Activities are planned to involve transference of skills from other subject areas<br>• Activate learners as "owners of their own learning."<br>• Normalising and celebrating genuine error<br>• Self-regulated learners |
| **Technology** | • Visualisers<br>• iPads<br>• use of technology to maximise engagement |