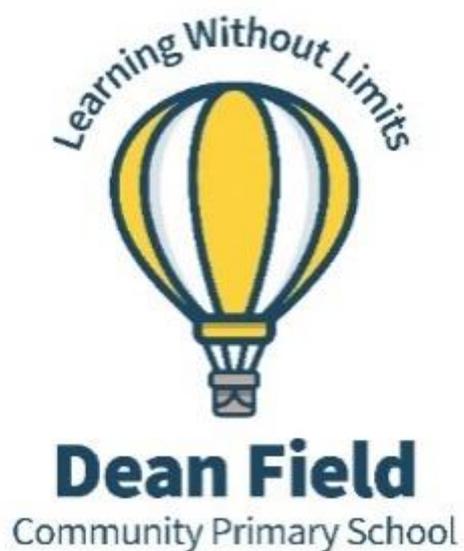


**Dean Field Community Primary School**  
**Teaching, Learning and Assessment Policy**

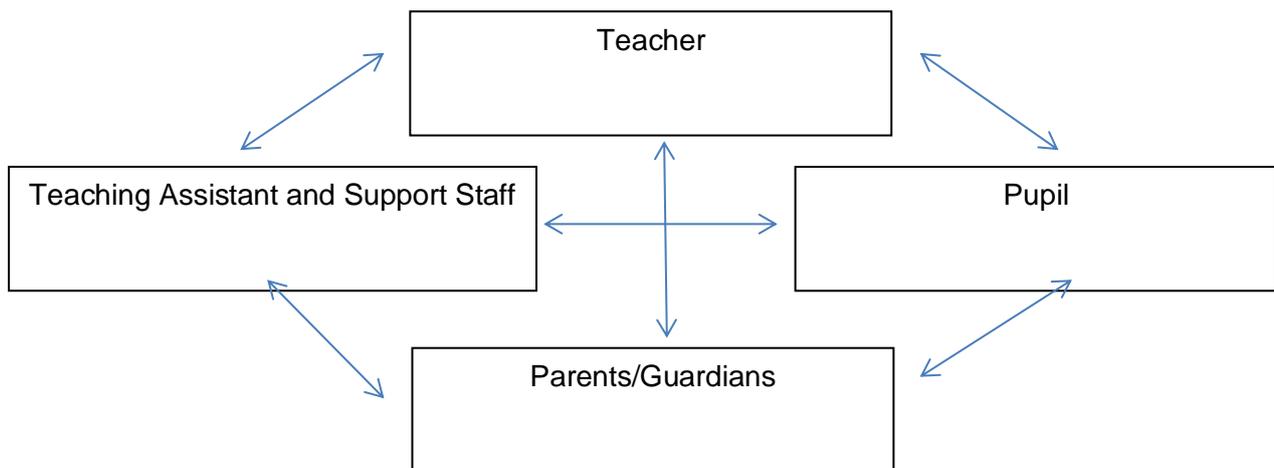


| <b>Name of Policy<br/>Writer/Amendments</b> | <b>Date<br/>Written/Amended</b> | <b>Next Review Date</b> |
|---|---------------------------------|-------------------------|
| FPether                                     | December 2019                   | July 2020               |
| FPether                                     | July 2020                       | July 2021               |
| FPether                                     | July 2021                       | July 2022               |
| KFudge                                      | July 2022                       | July 2023               |
| KFudge                                      | July 2023                       | July 2024               |
|   |                                 |                         |

## Introduction

Life at Dean Field Community Primary School is underpinned by our belief that human potential is not predictable and that children's futures are unknowable. We firmly believe that children don't fit into a predefined group and therefore focus on learning rather than attainment. We have a deep belief in the learning capacity of everyone in school and that teaching, learning and assessment is not purely the responsibility of the class teacher but that of the Teaching Team (see diagram below).

### The Dean Field Teaching Team:



## Planning

At Dean Field everyone contributes to the planning of lessons to create a learning journey. All planning is based on effective formative assessment and enables children the time to master skills and to experience challenge at an appropriate level to them. Where staff are sharing the planning load across a team (for example the year group team within the Trust), that planning should be in more detail so that people are clear on what they are teaching. Furthermore, where planning is shared, it is an expectation that it is available to all members of the team before the weekend along with any resources to allow each teacher to adapt what is planned to the needs of their class.

All children in year groups 1-6 work towards the National Curriculum expectations for their age (within reason), but it is recognised that for some children the journey to meeting these objectives will be longer. Where children have gaps in their learning, this is taken into account in planning and where needed catch-up sessions are provided outside of learning time. For those children who are working well within their age related expectations, their learning is deepened through using and applying and mastery activities.

Our curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of high, quality first wave teaching and 'Teaching to the Top'. Teaching to the top ensures we never put a ceiling on a child's

learning so that they are able to maximise the opportunity to achieve their full potential and to impact in a positive way on pupil outcomes.

## **Our Curriculum**

At Dean Field we strive to provide a tailor made thematic creative curriculum that engages and inspires our children whilst ensuring National Curriculum coverage. We firmly believe that our curriculum should reflect the needs our school but also provide opportunities to learn about other cultures and religions.

Our curriculum is divided into half-termly topics within each year group which alternates between Geography and History. Their topic ensures progression in those subjects throughout the school. Underpinning the entire curriculum are the basic skills of Writing, Reading, Mathematics and Computing. The children at our school are given every opportunity to use and apply their skills in these areas when studying a topic.

Planned into each of the six topics covered by our children throughout the year, are Excellence and Enjoyment Days - either a trip or in school workshop devised to extend and inspire the children's learning, engage them into the topic and widen their experiences. This in turn impacts on their ability to write.

We have a whole-school writing overview to ensure coverage and progression is planned out well in Years 1-6. We also use a scheme for PSHE (Jigsaw), ICT (PurpleMash), PE (Real PE), MfL (Rising Stars) and Phonics (Read, Write, Inc.). Other subjects including Science, Art and Design, Music, D&T, RE, and Maths are mapped out in long-term plans (from Nursery to Y6) to accommodate progression across the school. More information on these subjects and the way they are taught can be found on our website in the subject policy, action plan and long-term plan.

At the end of each half term, children are assessed against the National Curriculum standards in the subject focus area. Children are assessed as 'Beginning', 'Working Within' or 'Secure' against the objectives. We use Target Tracker to assess pupils against the National Curriculum requirements for their year group. We update Target Tracker termly and report to parents an overall judgement in an end of year report.

To ensure positive behavior and effective learning throughout the school, we incorporate our core values into our curriculum and utilise opportunities to promote cultural capital. We believe that the social and emotional aspects of learning should be a key focus for our work with the children and understand that the factors that can hold back the learning of our children include children's difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. Through the combined use of the 'values approach' and our creative curriculum, we are able to equip pupils with all the skills they need to be effective learners. When our children leave school at the end of Year Six we strive, for them to be well rounded individuals who have the necessary Writing, Maths and Reading skills to succeed in life whilst having experienced an inspiring curriculum which gives them every chance to succeed.

| Whole School Overview 2022-2023 |   |   |  |   |   |  |
|---------------------------------|---|---|--|---|---|--|
| Term                            | Autumn 1<br>6 weeks                           | Autumn 2<br>7 weeks                                       | Spring 1<br>6 Weeks                          | Spring 2<br>6 weeks   | Summer 1<br>6 Weeks   | Summer 2<br>7 Weeks                      |
| Nursery                         | All About Me<br>Gingerbread Man<br>Autumn     | Bonfire Night<br>People Who Help Us<br>Jolly Xmas Postman | Antarctica<br>Chinese New Year<br>Valentines | In the Garden<br>Growing and Planting<br>Jack and the Beanstalk | Farms<br>The Three Little Pigs  | Dinosaurs<br>Travel and Transport        |
| Reo                             | All About Me<br>The Little Red Hen            | People Who Help Us<br>Celebrations                        | Under the Sea                                | Growing<br>Easter   | Dinosaurs   | Space<br>Transition                      |
| Year 1                          | Paddington's<br>Adventures<br>Geography focus | Childhood<br>Then and Now<br>History focus                | It's Good to be Me,<br>Science focused       | Sensational Safari<br>Geography focus                           | Sensational Safari /<br>Geography focus<br>Influential Individuals<br>History focus | Influential Individuals<br>History focus |
| Year 2                          | Where We Live<br>Geography focus              | A Walk in the Park<br>Geography focus                     | Circle of Life<br>Science focus              | Sensational Shildon<br>Local history focus                      | Fire, Fire!<br>History focus  | Sun, Sea and Sand<br>Geography focus     |
| Year 3                          | The UK<br>Geography focus                     | Romans<br>History focus                                   | Dinosaurs<br>Science focus                   | American Adventures<br>Geography focus                          | Invaders and Settlers<br>History focus  | Invaders and Settlers<br>History focus   |
| Year 4                          | Brazil<br>Geography focus                     | Ancient Egypt<br>History focus                            | Antarctic Adventure<br>Geography focus       | Stone Age<br>History focus                                      | Bronze and Iron Age<br>History focus  | Yorkshire<br>Geography focus             |
| Year 5                          | Water World<br>Geography focus                | Early Islamic<br>Civilisations<br>History focus           | Space<br>Science/History focus               | Ancient Greece<br>History focus                                 | Rome<br>Geography focus   | London<br>Geography focus                |
| Year 6                          | World War 2<br>History focus                  | Crime and Punishment<br>History focus                     | Extreme Earth<br>Geography focus             | Extreme Earth<br>Geography focus                                | If We Could Talk to<br>the Animals<br>Arts Focus                                    | Invaders and Settlers<br>History Focus   |

## Recording of Learning

Across the curriculum our children have their own Learning Journey books (Maths, English, Topic and Science). The children take pride in all work that they produce ensuring high standards of presentation. We also record work from all areas of the curriculum on Seesaw and the work here is saved in folders and provides an extension to each child's Learning Journey. In RE, Computing and D&T each class have their own floor book which contains the work they have produced in those subjects, starting from Nursery, right up until they leave in Year 6.

## Assessment

At Dean Field we use a bespoke assessment system called Target Tracker which maps out our curriculum in the correct topics and units for the right point in the term. This supports teachers in tracking, planning and assessing their class' development and provides information for effective interventions to be planned to ensure gaps are closed quickly and progress is rapid. All teachers are able to see all children's development past and present to effectively work on skills and knowledge needed to succeed.

### Formative Assessment:

The focus of our assessments will usually be a National Curriculum criteria, mastery statement or key performance indicator which is provided through marking and feedback.

Lessons are planned with a clear learning objective. We base these upon the teacher's detailed knowledge of each child. The learning objective is shared with the children. This will be written as a 'can you' statement. The child's ability to complete

the piece of work and fulfil the learning objective will be determined by the teacher and marked accordingly.

Feedback is provided, written and verbal, to children through marking so that they have specific next steps about how to improve their work. Children are given time to read and review their work following marking. Children are encouraged to use a pink pen to respond to teachers' comments, edit their work and to make any corrections.

Self-assessment - children are encouraged to assess their own learning within lessons, reflecting informally on what they have learnt and what they still need to learn. In Science and Topic, children in Year 2-6, and in the Summer term in Year 1, regularly highlight their 'Must Knows' to self-assess their learning in those subjects. Where appropriate, children with SEN with highlight or appropriately self-assess their own 'My Must Knows' with specific learning outcomes which are appropriate for their ability. This then informs staff in their class so interventions or supportive feedback can be put into place to support them. They also, where appropriate, assess each other's work using a pink pen.

## **Summative Assessment**

Year Group Assessment:

Across the year teachers will use formative assessment to make judgements about how well a child is doing toward the National Curriculum expectations for their year group and catch up sessions/interventions put in place where needed.

In Maths, children carry out end of unit assessment to support teacher assessment. Children also have regular times table and mental maths tests. At the end of each term children from Years 2-5 take an NFER maths test which gives them both a standardised and scale score. These scores are used in conjunction with the statements on Target Tracker to give an overall teacher assessment judgement.

In reading, children carry out regular Accelerated Reader quizzes to check their comprehension of the books that they are reading at home. In addition to this they have regular comprehension session with their class teacher where teacher assessment judgements can be made. On a half termly basis, children in Year 2 upwards (Year 1 who are ready) take a Star Reader test to monitor progress. This provides them with a reading age and a ZPD range which they use to select books with a suitable level of challenge. Pupils also take a termly NFER reading test in Years 2-6 which gives a standardised and a scaled score. This information along with the Star Reader/Accelerated Reader data and statements for each age band on Target Tracker, give an overall teacher assessment judgement. Children from Nursery – Year 2 are streamlined for Read, Write, Inc. and they are assessed on a half-termly basis to ensure they are in a group that is suitable to their ability. If children still need phonic support when they leave Year 2 they are still included in Read, Write, Inc. interventions and assessments, until they have achieved sufficient phonetic skills.

In writing, children's work is assessed across the year. Within an English unit children will write at length at regular intervals and teachers use the framework tick sheets for their year group to assess a pupil's ability in writing and plan next step targets. The next steps are put on a writing target bookmark that is clipped in the child's book and can be referred to in the lesson. Termly moderation takes place to ensure a consistency of approach alongside external moderation.

## **National Tests**

In Year 6 the national SATs test will be the basis of this judgement alongside teacher assessment for writing. A judgement about a child's phonological awareness will also be made from the results of the Year 1 and Year 2 (retake) phonics screening. On entry to Reception, all children take part in the Reception Baseline Assessment. In Year 4, all children sit the Multiplication Times Table Check.

## **Learning at Home**

Any homework that is set is an extension of learning and is used for assessment. Homework is marked and children are given feedback on how they have done. On a weekly basis, children are given a piece of maths homework and spellings to learn as well as their nightly reading. They are also provided with any specific homework to support the gaps in their individual learning. A Homework club is provided when children are unable to complete their homework at home. Regular parents' meetings are held to support parents in helping their child at home. Homework is set on either/both Seesaw and home in a paper version.

## **Teaching Assistants at Dean Field**

At Dean Field school we value highly the work of our additional adults and recognise the valuable contributions that they make towards pupil progress as part of the teaching team.

Our Teaching Assistants:

- Are involved in a weekly planning meeting with their team to discuss the lessons for that week.
- Provide regular feedback to the class teacher about the progress of children that they have worked with.
- Provide feedback to the children on their progress.
- Mark the work for the group that they have been working with when appropriate (Purple Pen Comments).
- Reinforce the teacher's instructions.
- Support the behaviour management of the class within all lessons.
- Work with the range of children across the class.

- Ask questions to the whole class when appropriate.
- Encourage learners to take responsibility for their own learning even when working closely with them.
- Team-teach with the teacher at times.
- Make observations during whole class teaching of children's responses and progress (post-it note records/TT updates on iPads).
- Introduce the lesson starters at times.
- Deliver bespoke interventions.
- Support the whole school ethos of taking care of our environment.
- Check reading records alongside the class teacher.
- Are not always assigned to a specific group within a lesson.
- Interact with the teacher throughout the lesson.

In addition to this all of our support staff are involved in:

- Regular training.
- Peer lesson observations/shown iris examples.
- Contributing their skills to out of school clubs.

## **Learning from Each Other**

As part of our learning community we encourage a climate where everyone learns from each other. The children support each other through peer support both in lessons and in whole school initiatives such as Reading Buddies.

As a staff we aim to constantly improve teaching and learning through peer observations. We have successfully created a climate of trust where teachers and support staff are comfortable with other people in their lessons and everyone recognises the importance of learning from each other. We sometimes use class swaps across the classroom workforce to develop skills and knowledge of the whole school and its curriculum. We use IRIS Connect to share good practice across the school and trust.

All staff value on-going CPD and keep their own logs and records using Standards Tracker (our online performance management tool.) All CPD is disseminated where necessary and impact measured by senior leaders. All staff have access to The National College CPD Hub.

## **The Monitoring of Teaching and Learning**

At Dean Field our judgement of Teaching and Learning is formulated through a clear picture of what is 'typical' across our school. Every term each class is observed at least twice in the same subject area to look at progress across time, the books are scrutinised and pupil interviews take place. To support our judgements further, regular drop-ins by members of the senior leadership team take place along with large scale scrutinies of pupils' learning journeys across all subjects by middle and senior manager and external agencies. Subject leaders and the SLT also plan in and conduct mock 'deep-dives' throughout each academic year. Often, these are accompanied by a Local Authority School Effectiveness Officer. Feedback from these are then disseminated to staff to acknowledge strengths and positives and provide next steps and points to consider.

As we believe that it is important for our children to have a voice in all elements of school development, we train our school council members to be 'Mini Inspectors'. During a mini inspection, the children will drop into lessons, interview pupils and staff and observe assemblies, playtime and lunchtimes. They then write a report which they present to the senior leadership team.

## **What would you see if you visited a class at Dean Field?**

**(Created by staff)**

- Engagement of all children.
- Support staff being utilised effectively.
- Vocabulary rich environment.
- Independent and collaborative learners.
- Working walls used as teaching tools.
- Differentiated questioning.
- ICT used to support learning where appropriate.
- High expectations for all pupils.
- Evidence of the class country.
- Children's achievements celebrated.
- Creative learning opportunities.

- Excellent behaviour for learning.
- Purposeful classroom layout.
- Consistency.
- Children leading learning.
- Children taking pride in their work.
- Enthusiastic and happy children.
- Rewards and praise.
- Collaborative learning.
- An inclusive classroom.
- Teaching to the Top.

This document is to be used by all new members of staff for induction, current members of staff as an aid memoir, SLT when carrying out drop-ins and typicality observations and governors to ensure they know what teaching and learning should look like at Dean Field. It will also be used when appointing new members of staff to ensure that they share our same ethos for education.