



Padiham Green CE Primary School

Jesus said, "Come, Follow Me." Matthew 4:19

Assessment Policy 2024 – 25

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: April 2024

Assessment Policy

Intent

At Padiham Green CE Primary School, we believe in the concept of lifelong learning in which children can make links to previous learning in order to build upon their knowledge and skills in a progressive way. We maintain that learning should be an enjoyable experience for everyone involved. Through teaching our personalised curriculum, our intent is to equip children with the skills, knowledge and understanding necessary to be able to make informed decisions and choices about important things in their lives, now and in the future.

Implementation

We believe that through the implementation of appropriate and progressive teaching and learning experiences, all children can achieve their potential and becoming successful learners who make and retain links to new knowledge and skills learned, enabling them to lead rewarding lives as responsible global citizens. Staff and children are aware of each child's right to an education, which must develop and respect every child's personality, talents and ability to the full potential to truly enable them to shine. This ethos is fully reflected through our school's vision of 'Love, Learn and Shine' which remains at the heart of everything we do. Here at Padiham Green we celebrate the rich diversity of humanity without exception or exclusion. Our policy for teaching and learning is a core policy of the school and informs the best classroom practice. It will enable children to make progress and will ultimately raise standards. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Aims and Objectives

- To develop a culture where learning is valued, enjoyed, progressive, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners who are able to link prior learning to new in order to deepen knowledge, skills and understanding to further improve outcomes.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of faith, race, gender, sexual orientation and culture.
- To encourage children to take pride in their work and the work of others.

To enable children to learn well, Padiham Green will develop a culture where children:

- enjoy learning
- feel safe
- interact respectfully with adults and other children
- to take calculated risks
- recognise mistakes and errors as learning opportunities
- persevere and develop resilience
- respond positively to high expectations – learning behaviour, progress in learning, presentation

Effective Teaching and Learning

We believe that effective teaching and learning takes place with the following core elements: broad, balanced, progressive and personalised curriculum. Our pupils are taught through a creatively personalised knowledge and skills-based curriculum, which aims to develop the children as independent learners. This approach also ensures entitlement for all children to take part in learning beyond the classroom. Teachers and subject leaders have an excellent understanding of age-related expectations within all subjects as progress in all subjects is closely linked and monitored throughout the curriculum.

When planning for learning, teachers must have:

- thorough, accurate subject knowledge
- excellent knowledge and understanding of previous learning that has taken place
- a range of effective teaching methods
- an excellent understanding of which teaching method would be most effective in teaching a particular subject or topic.

Teaching will be organised to help pupils remember learning by:

- sequencing learning so that there is clear progression over lessons and the year, as well as making relevant links to prior learning to promote 'sticky learning'.
- making links between elements of learning where these are present
- recapping learning regularly – short-term, medium-term and long-term
- using strategies to recall information through questioning and quizzes.
- using Knowledge Organisers
- planning opportunities for purposeful talk and critical questioning to enable children to be able to discuss and explain learning with others
- representing learning visually and verbally
- designing tasks to avoid overloading working memory

Teachers will use a range of strategies in order to engage children in the teaching and promote learning for all, these will include:

- paired and group talk (talk partners)
- investigation and problem solving
- reasoning and explanation of learning
- focused research
- opportunities to communicate findings in a variety of ways
- opportunities to practise and apply newly acquired skills and knowledge through whole-class learning
- purposeful group learning (in groups selected for different reasons)
- purposeful paired learning
- individual learning
- independent learning, which is child directed
- collaborative skills are taught and developed
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies o drama techniques
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves
- producing work for a variety of audiences Children will be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Planning

Padiham Green provides teachers with a suggested planning format, which may be adapted to maximise learning. Planning templates for Guided Reading and Spelling/ Phonics are provided and must be followed. All planning will be shared with TAs.

Learning Objectives are:

- clear and focused - based on learning rather than task
- displayed at the appropriate time in the lesson
- discussed and explained with the children
- based on prior attainment, knowledge and understanding written in the format: "To..."
- referred to throughout the lesson

Success Criteria will:

- be identified by the teacher during the planning process
- break down the learning taking place
- include the steps or 'ingredients' the children need to be successful in their learning
- be short, and maybe visual

- usually be generated with the children during the lesson
- be written up and referred to during the lesson when appropriate
- be gradually withdrawn as learning becomes embedded

Review of Learning/Plenary will:

- allow teachers to be constantly adaptive in response to children's learning
- reflect on the learning which is taking/has taken place
- review progress towards the learning objective and success criteria
- allow adults and children to address misconceptions, make improvements and add further challenge allow time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome will be:

- what is achieved by the children by the end of the lesson
- the learning activity/evidence of learning
- given sufficient time to enable children to achieve meaningful learning

Challenge for All

Teaching will:

- be appropriately pitched to the age-group
- support children to achieve the learning and extend children who grasp the concept quicker than others
- be adaptive throughout the lesson and will respond to learning needs as they arise
- address EHCPs/IEPs for children with SEND
- provide overviews and reviews of objectives
- outline content to be covered and signals transitions between different parts of the lesson
- focus attention to main ideas and addresses misconceptions
- review main ideas
- model learning
- engage children in the learning
- be active and interactive
- make effective use of teaching strategies
- have appropriate pace to ensure maximum learning takes place
- respond to, and be adapted to, ongoing assessment during the lesson
- verbal and visual generate success criteria
- be flexible according to the learning taking place

Questioning

Questions will be asked to assess learning, challenge and deepen thinking and understanding and will be matched to the children's understanding and ability. Teachers will provide opportunities for children to develop their own questions and questioning

A range of different types of question will be used as appropriate:

- open/closed; higher and lower; product (single response) and process (explanation response)

Feedback & Marking

- Regular feedback will be given to the children in line with the school's Feedback and Marking Policy identifies success and areas for improvement/next steps in learning
- Refers to learning objectives, success criteria, and age related expectations in spelling, punctuation and grammar where appropriate
- Ensures there are opportunities planned for children to regularly respond to feedback and marking
- Informs further planning, teaching and interventions

Self & Peer Assessment

- Children are trained to self and peer assess and become critical friends
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their learning

Vocabulary

- All staff will model the use of standard English and children will be corrected if not speaking correctly
- Pupils will be encouraged to use full sentences when appropriate
- Opportunities will be taken to develop and extend children's working vocabulary
- Subject specific and academic vocabulary will be taught progressively throughout the school

High Expectations, Challenge and Support

- Rigorous assessment opportunities, which are clearly structured and linked, to Padiham Green's personalised curriculum framework ensure teachers have a thorough knowledge of each pupil's ability within their cohort.
- Children are tracked and monitored for all subjects individually and as a cohort
- Children who are not making age related expected progress are highlighted and supported at necessary levels through interventions
- Children are exposed to progressive learning opportunities which challenge them; and offer varied learning approaches through group and independent work
- Children are challenged and supported to develop skills and knowledge through use of a variety of approaches including exposition, explanation, teacher/pupil questioning, demonstration, discussion, practical activities, investigation, research, problem setting and solving
- Children are involved in the setting of individual targets. They are well informed of the small steps needed to achieve their targets through high quality feedback, including verbal at the point of learning and next step marking
- Presentation of pupil work including handwriting and underlining is given a high priority in all subjects

Learning Environment

The learning environment makes a significant contribution to the quality of education provided. Each area of the school is resourced and maintained to a high level in accordance with the learning, which takes place there. Every learning environment will be organised to:

- promote and maximise learning
- provide a stimulating environment, which sets the climate for learning.
- be tidy and organised to focus and enhance learning and promote independent use of resources
- be word and number rich.
- help teachers and children work together to establish an attractive welcoming and well organised environment promoting respect, care and value for all resources.
- promote a love of reading

Displays

Displays are used to:

- Celebrate success – achievement/ recognition
- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, stem sentences
- Support learning – working walls
- Displays are changed regularly and reflect the current topic/themes/ learning
- Vocabulary will be displayed to support learning

Teaching Assistants

Teaching Assistants are deployed throughout school and planned for, by the teachers, to support learning as effectively as possible. Teaching Assistants work with a range of groups and individuals. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers and students, are directed by teachers to assist in some classrooms with general tasks.

The Role of Curriculum Subject Leaders

- Will have a clear understanding and overview of the intent, implementation and impact of their subject area within and across all year groups
- Will have a secure working knowledge of their subject, including the progression and sequencing of skills and knowledge taught throughout all year groups
- Will provide pedagogical content knowledge and support for teaching and learning in their curriculum area.
- Will ensure developments and any relevant CPD for their subject is shared with staff

Role of Parents

Parents have a fundamental role to play in helping children to learn.

They are informed about what and how their children are learning by:

- holding regular open evenings where progress and attainment is discussed
- sending an annual report to parents explaining the progress and attainment made by their child and indicating areas for improvement
- explaining to parents how they can support their children at home
- holding parent workshops to explain the learning covered and the strategies and methods taught to the pupils
- communicating information to parents at the start of each half term via the school's personalised Knowledge Organisers and Curriculum Maps which outline the learning areas, skills, vocabulary and topics that the pupils will be covering

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors.

Training for Staff

Ongoing Staff training to assess through internal moderation, led by subject leaders and SLT.

Updated April 2024

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