

# Teaching, Learning and Assessment Policy



**ENFIELD**  
LEARNING TRUST  
BE INCLUDED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
4.0	15.07.19	Approved by the Chief Executive Officer	Updated July 19 for Sept 19	1 Year - 2020

*The ELT Policy for Teaching, Learning and Assessment will be developed by each school within the Trust, ensuring local needs/procedures are reflected.*

## Teaching and Learning

### Aim

Enfield Learning Trust aims to improve the life chances of all children, inspiring young minds through an engaging and creative curriculum delivered through excellent, innovative teaching. Through high expectations, our schools aim to enable each child to succeed by:

- making learning fun, creative and inspirational.
- providing challenge and risk.
- developing intellectual curiosity and critical thinking.
- enabling independent minds.
- nurturing self-motivation.



### Successful teaching and learning is characterised by:



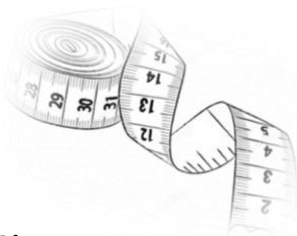
- Lessons with clarity and pace, taking account of prior learning.
- The belief that the learner can succeed, providing motivation and aspiration.
- A sense of purpose to learning and passion for the subject.
- An innovative use of resources / Information Technology.
- Opportunities for participation in focused discussions, encouraging pupils to express their thinking and use initiative.
- Planning which enables progression, taking account of differentiation, flexible to respond to the fortuitous and to learning needs.
- Skillful questioning, promoting active listening, reflection and higher order thinking skills.
- Thinking which is positively critical: questioning, investigating, being imaginative and exploring the boundaries of the possible, making links and applying skills to unfamiliar situations.
- Effective feedback, including immediate verbal feedback, self and peer assessment.
- An understanding of how learning takes place: a structure to the lesson enabling pupils to build knowledge, skills and understanding of a subject and to review and recall for retention.

## Learning environments

Our learning environments are an important teaching and learning tool. Vibrant, engaging, stimulating, organised learning spaces help motivate, engage and support pupils' learning.



## Assessment



Assessment is integral to high quality teaching and learning. Progress is closely monitored and assessed to ensure teaching and the curriculum fully support pupils on their journey to meeting the **expected standards** in each subject.

## Aims

- To enable pupils to demonstrate what they know, understand and need to do next.
- To support teachers to plan work that accurately reflects the needs of each child.
- To help parents know how well their children are achieving.
- To provide evidence on how effective the school is in raising achievement.

Standards and Progress: Security and Depth of learning	
Meeting the Required Standard →	Greater Depth
Over the year, the vast majority of pupils will progress to the independent <b>recall, understanding, application and analysis</b> of knowledge, skill, understanding, vocabulary, demonstrated in a variety of contexts.	Over the year, some pupils will consistently meet the required standard <i>and</i> showing the increasing ability to confidently <b>evaluate and create</b> + meet <b>Greater Depth standards</b> in Year 2 Reading, Writing, Maths and Year 6 Writing.
<b>Progress:</b> is seen in the journey towards security and depth of learning through the year. Learning is not linear, occurs at different rates and in different ways.	
<b>Progress over time:</b> A child's progress is maintained or accelerated over time, with reference to their starting point and the expected standard.	

Code	End of Autumn/Spring Term	End of the Year
GDS	On track to be <b>working at greater depth</b> , within the expected standard.	Working <b>at greater depth</b> , within the expected standard.
EXS	On track to <b>reach</b> expected standard.	<b>At expected standard.</b>
WTS	<b>Working towards</b> expected standard ( <i>able to access parts of the NC within their key stage</i> ).	<b>Working towards</b> expected standard ( <i>able to access parts of the NC within their key stage</i> ).
BLW	<b>Working below</b> the expected standard ( <i>unable to access any of the NC within their key stage</i> ).	<b>Working below</b> the expected standard ( <i>unable to access any of the NC within their key stage</i> ).

To effectively support learning, assessment must be valid and reliable, based on meaningful evidence. Assessments are informed by pupil's progress within their learning through formative and summative assessment.



### Summative Assessment (Internal)

- An *on-going* periodic assessment tool is used to assess and evaluate the needs of children to inform teaching and learning in order for pupils to make progress.
- Outcomes of tests, alongside on-going formative assessments, are used to inform an overall summative assessment.
- Summative assessments are recorded termly on a database and evaluated at pupil progress meetings.
- Pupils progress is demonstrated through:
  - difficulties overcome
  - errors rectified
  - misconceptions addressed
  - developing security/depth of learning in knowledge, skills, understanding and vocabulary (independent recall, understanding, application, analysis, evaluation, creation)
  - challenging objectives met
  - practise, consolidation.

### Vulnerable groups

Progress of **SEN children** are tracked throughout the year and discussed within pupil progress meetings, to inform teaching, learning and provision.



Progress of **disadvantaged children** is evaluated at class, year group, whole school level and compared against the progress of non-disadvantaged pupils.

## Summative Assessment (External)

**National Statutory Testing** is used to provide information on how pupils are performing in comparison to others nationally.

### Primary

- EYFS profile
- Year 1 Phonics Screening (pupils who did not pass will retake the phonics test at the end of Year 2)
- End of KS1: Year 2 Teacher Assessments in Reading, Writing, Maths, SPAG and Science (SATs taken to inform teacher judgement)
- End of KS2: Year 6 SATs in Reading, Maths, SPAG. Teacher Assessment in Writing/Science

### Early Years Assessment

Assessment in the Early Years is gathered through daily observations, targeted teaching and child initiated play. The evidence collected to substantiate the assessments is displayed on 'Look@me' or in 'Memory books,' referenced to the "Development Matters" statements.

### Formative Assessment / Feedback for Learning

In addition to summative assessment, continuous/formative assessment in lessons is used to note pupil's strengths/areas for development, adapting teaching to respond to pupils' needs. Pupils are taught to be involved in this process, evaluating their own learning and that of their peers.



#### Aims of feedback

- To ensure pupils make progress
- To highlight areas of development, improvement and challenge for pupils
- To encourage pupils to be reflective and have ownership of their own learning
- To inform future teaching and assessment
- To ensure misconceptions are identified and addressed
- To encourage effective dialogue for improvement

#### Principles of feedback

During a lesson:

- Feedback is timely, agile and responsive to the needs of individual pupils
- Feedback can be to the whole class, groups or individuals
- An active, purposeful dialogue is created through conferences
- Time is given for pupils to respond and purposefully engage with feedback
- Self/peer review occurs regularly and is well structured/supported by the teacher
- Pupils' work may be annotated by pupil/adult - any written feedback is minimal, focusing on key errors (e.g. spelling and grammar)



After a lesson:

- Pupils' work is reviewed and selected for feedback
- Strengths and areas for development maybe noted for class, group and individual feedback
- *Annotations* maybe recorded on planning, eg, pupils who require a conference
- Pupils' work may be annotated by the adult - any written feedback is minimal, focusing on key errors (e.g. spelling and grammar)

### Feedback guidelines

- Pupils always use purple pen when engaging in feedback
- Any adult annotation is in green pen
- Stickers may be used to demarcate conferences and peer assessment
- Pupils are taught to assess learning against the toolkit/success criteria/personal targets
- Pupils are taught how to conduct self and peer assessment
- Pupils set themselves achievable, challenging targets, which are reviewed regularly.
- Pupils reflect weekly on their learning eg in a Learning Journal / Time for Me.
- Pupils meet with their teacher for a 1:1 review periodically through the year

### Children's understanding of their own progress

Children are taught to reflect on their learning weekly through written journals, creating next steps based on their acquired skills. Children have an understanding of the Core/Developing tasks within each lesson and self/peer assess against this, understanding how to deepen their knowledge and understanding.

### Foundation subjects/Science



- Foundation subjects and Science are assessed termly against National Curriculum/CQ Milestones.
- Assessments are recorded on a database.
- Definitions for achievement are the same as reading, writing, maths.

### Monitoring Standards and Progress

- **Trustees/Chief Standards Officer:** monitor the performance of each school through the Termly Data Dashboard, providing end of Key stage predictions in statutory assessments.
- **The Local Governing Board:** monitor the performance of their school through the Termly Achievement Report and the Heads Up Briefing (HUB). (Attainment in all year groups)
- **Headteacher:** Monitor the overall performance of pupils and teachers in their school through evaluating the data provided by each class. This is used to inform CPD and performance management targets.
- **Assessment leader:** monitor the performance of pupils, groups and cohorts, challenging and supporting effective provision.

- **Teachers:** monitor the outcomes of each pupil through continuous evaluation of learning (formative and summative assessment) providing high-quality feedback and using assessment information to inform teaching and planning.
- **Support staff:** In partnership with the teacher, support staff monitor, support and challenge pupils' learning.
- **Parents:**
  - Teachers share pupil assessment outcomes during Autumn/Spring parent meetings, informal meetings and in the end year report. Outcomes of statutory assessment are shared at the end of every key stage.
  - Information sessions are held for parents regarding statutory assessments and guidance on how they can support their child at home.



### Professional Development

All teachers are provided with a copy of the Teaching, Learning and Assessment policy, forming part of the induction program. There is an expectation that teachers will keep up-to-date with developments and understanding of what constitutes effective teaching, learning and assessment. This is achieved through personal study and reflection, as well as active participation in school and external training opportunities.

### Monitoring and Evaluation

The ELT Chief Standards Officer, in conjunction with ELT Headteachers, **are** responsible for keeping this policy under review. School Senior leadership teams are responsible for ensuring the effective implementation of the policy in each school, *reflecting the local context*.

**To be read in conjunction with:** Curriculum policy

This policy will be reviewed on an annual basis by the Chief Executive Officer.

Signature of Chief Executive Officer: