



## Teaching, Learning and Assessment Policy

|                                 |                                                                                                                                                                                                                                               |
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| LEADER / CO-ORDINATORS          | Mrs J M Farrimond<br>Mrs K Gillard                                                                                                                                                                                                            |
| GROUPS INVOLVED IN DISCUSSION   | Headteacher<br>Senior Leadership Team<br>All Staff<br>Governing Body<br>Children<br>Parents                                                                                                                                                   |
| LINK TO SCHOOL IMPROVEMENT PLAN | Priority 3 – Throughout school continue to meet the needs of all learners, how they are challenged to achieve, to ensure progress across the year and Year groups with a specific focus in SEND, Disadvantaged and other vulnerable learners. |

'Trust in the Lord with all your heart and do not lean on your own understanding; in all your ways, acknowledge Him  
and He will make your paths straight.'  
Proverbs 3:5-6

### 1. INTRODUCTION AND AIMS

As stated in our school's Mission Statement, our 3 aims are to-

- ~ Have a sense of responsibility and take an active part in serving our world;
- ~ Have a growing understanding of Gospel Values and gather together in prayer and Worship;
- ~ Have a passion for learning and an enjoyment for discovery.

**"Hand in Hand, In the image of Jesus,**

**We grow together and celebrate who we are."**

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

### 2. EFFECTIVE LEARNING

**2.1** Research tells us a lot about how to maximise learning. We know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, and musical) when planning our teaching.

**2.2** We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged and enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We sometimes play music to accompany learning, provide 'mini plenaries' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water.

**2.3** Concerning the structure of a lesson, learning-theory tells us to:

**2.3.1** Connect the learning with previous work;



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- 2.3.2 Give learners the 'big picture' of the whole lesson;
  - 2.3.3 Explain the learning objectives, and why the lesson is important;
  - 2.3.4 Present the information in a range of styles;
  - 2.3.5 Allow opportunities for the pupils to build up their own understanding through various activities;
  - 2.3.6 Review prior learning, and so increase recollection;
  - 2.3.7 Provide feedback, celebrating success and reviewing learning strategies;
  - 2.3.8 Outline the next step in the learning before moving on.
- 2.4 We offer opportunities for children to learn in different ways. These include:
- 2.4.1 Investigation, problem-solving, creative activities, research and discovery;
  - 2.4.2 Group work, paired work, independent work, whole-class work;
  - 2.4.3 Asking and answering questions;
  - 2.4.4 Computing and areas of ICT;
  - 2.4.5 Fieldwork and visits to places of educational interest;
  - 2.4.6 Watching television and responding to musical or tape-recorded material;
  - 2.4.7 Debates, role-plays and oral presentations;
  - 2.4.8 Participation in athletic or physical activity;
  - 2.4.9 Reflecting on what has been learned.
- 2.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

## 3. EFFECTIVE TEACHING

- 3.1 When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.
- 3.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the Child Centred Plans (CCPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- 3.3 Systems to provide for all children go beyond children with SEND, and also include:
- 3.3.1 Clear and targeted differentiation for children working just below Age Related Expectation.
  - 3.3.2 Differentiation and Intervention provision for Pupil Premium children (FSM / ever 6 / CLA) accessing additional funding (see Pupil Premium Policy).
  - 3.3.3 Differentiation and Intervention provision for children working considerably above their Age Related Expectations (ARE). These are our High Ability Pupils and High Prior Attaining Pupils.
  - 3.3.4 Raising Attainment Plans (RAPs) which are an overview of additional provision and include all relevant intervention provided in each class. These documents are reviewed up to three times each academic year. New CCPs, Intervention timetables and RAPs are prepared in the latter half of the Summer Term in preparation for each new academic year.
- 3.4 We set academic targets for the children in each year in Reading, Writing and Maths, and we share these targets with children and their parents. We review the progress of each child throughout the year, and regularly, as appropriate, set revised targets.
- 3.5 We plan our lessons with clear learning objectives.
- 3.5.1 We take these objectives from the New National Curriculum appropriate for each year group. Our planning slides show the detailed learning journey for each lesson and contain prior knowledge and the differentiated / vulnerable groups.



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**3.5.2** All work in exercise books has a clearly displayed Learning Objective at the start of each lesson. This can be written by the child, typed and stuck into the book or pre-displayed on a worksheet.

**3.6** All teachers make a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We have high expectations and insist on good behaviour at all times (see Behaviour Policy Updated March 2023).

**3.7** We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is sometimes visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

**3.8** We deploy teaching and learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. TAs are fully involved in the delivery of intervention strategies and the timetables are clear in this allocation.

**3.9** Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and both fiction and non-fiction books. As well as displays relating to English and Maths, we also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

**3.10** All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

**3.11** We conduct all our teaching in an atmosphere of trust and respect for all. We believe children learn effectively when the teacher provides:

- 3.11.1** Shared learning objectives which are understood by the pupils;
- 3.11.2** Clear expectations of what pupils are expected to achieve by the end of the lesson;
- 3.11.3** Open-ended thought provoking, challenging questions of the children;
- 3.11.4** Support for the learning of pupils with differing abilities;
- 3.11.5** An atmosphere where children are prepared to take risks;
- 3.11.6** innovative teaching;
- 3.11.7** Appropriate pace to the lesson;
- 3.11.8** Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, ensuring that the lesson makes a difference;
- 3.11.9** Opportunities for children to reflect on their learning, in forms of mini-plenary, self and peer-assessments, clear use of AfL and time to reflect and 'polish' their work takes place.
- 3.11.10** Educational visits to reinforce and stimulate learning;
- 3.11.11** Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- 3.11.12** Opportunities to review and reflect on the learning;
- 3.11.13** Thinking time before answering questions;
- 3.11.14** Display that interacts with the children's learning and celebrates achievements;

**3.12** Target Setting (see also Assessment and Tracking Policy).

- 3.12.1** Targets are set in Reading, Writing and Maths and are reviewed throughout the school year.
- 3.12.2** Every child has an end of year target to ensure they are making at least the expected progress.
- 3.12.3** Targets are discussed with parents following consultation with the children.



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**3.12.4** Targets are displayed in the front of children's English and Maths books in the form of progress sheets and are a positive tool to ensure progress and challenge.

## 4. PLANNING

**4.1** Each teacher will produce a weekly timetable and display this in a prominent place in their classroom. It is an overview of the learning objectives for the week. A copy of this is also available on 'Teacher shared'.

**4.2** Planning includes a variety of sources. For the teaching of Religious Education the school follows the Come and See programme. For all other subjects we follow the National Curriculum and use purchased schemes and other resources to support the meeting of objectives.

## 5. ASSESSMENT

**5.1** Assessment exists to allow the teacher to meet the needs of every child. It ensures more effective teaching by providing evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success, and equally, challenge underperformance.

**5.2** Assessment for Learning is part of effective planning; focuses on how students learn; affects learner motivation; promotes commitment to learning objectives and success criteria; is central to classroom practice; is key to professional skill; promotes self-esteem; helps learners know how to improve; encourages self-assessment and recognises progress.

**5.3** At St. Aidan's we use fully embedded AfL including a focus on learning objectives, success criteria, self-assessment, peer-assessment and targeted / next steps / Check or Challenge marking.

**5.4** Staff monitor attainment and progress of all children against national curriculum stated objectives as **an on-going process**. The school uses an internal tracking system devised by school staff to aid with this process. At the end of each term, assessments entered give an indication as to whether children's attainment is on track to attain working at national standard for their year group, or working above national standard for their year group. Children who are not on track to attain at least at national standard can be identified and additional support can be provided to support the child in meeting the national standard. Children identified with specific learning difficulties may not be working at the national standard and teachers will provide additional support and differentiation for these children.

**5.5** The school has devised its own system for assessment and tracking using a 9-point system. Those children deemed to be working at National Expectation will start each year on point 4. The expected progress will be one point each term, achieving approximately a third of the objectives as a judgement, with 7 as the end of year target. Those children finishing the year one point below expected progress will start a new year at point 3 (one step below NE). Those children finishing a year on point 8, exceeding the expected progress by one point, will begin the next academic year on point 4 but their target will be to achieve 8+ by the end of the year.

**5.6** The tracking system is fully embedded and staff make concrete and accurate judgements on the children in their care.

**5.7** End Point Assessments are also used. They support Teacher Assessments in all relevant curriculum subjects. They are in various forms including quizzes and diagrams. *\*discussion is currently taking place for 'deeper/skills-specific' assessments in areas where evidence of attainment and progress is not readily available, e.g. DT and PE. Final decision will be made for September 2023.*

**5.8** All statutory assessments: Early Years Profile, Phonics Screening and Key Stage 1 and 2 SATs, are carried out and reported in line with DFE policy and procedures, as shown in the grid below (and within Systems of Monitoring):



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| Month     | Year Group                                                       | Assessment                                                                                                                                                                                                                                                                               | Staff Responsible                                                                |
|-----------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| September | Key Stages 1 and 2                                               | Targets are confirmed from end of previous year.<br><br>Raising Attainment Plans (RAPs) are in place and interventions are allocated.                                                                                                                                                    | HT / DHT<br><br>Key Stage Phase Leaders (TLRs)                                   |
| October   | EYFS<br><br>Year 6                                               | EYFS Baseline<br><br>Year 6 Baseline Assessment of Reading, Writing, SPaG Maths                                                                                                                                                                                                          | EYFS TLR<br><br>Class Teachers + UKS2                                            |
| November  | KS2                                                              | Summative Assessment Week                                                                                                                                                                                                                                                                | Lower and Upper KS2 TLRs                                                         |
| December  | All Year Groups<br><br>All Year Groups                           | End of term assessments used to support on-going assessments and inputted into Primary Progress<br><br>Assessment data analysed and intervention strategies / allocation of support staff completed                                                                                      | Class Teachers + TLRs<br><br>TLRs + SLT                                          |
| January   | All Year Groups                                                  | RAPs up-dated<br><br>Mid-year assessment / progress checks for: <ul style="list-style-type: none"> <li>Year 1 Phonics</li> <li>Year 2 Phonics re-sits</li> <li>Year 2</li> <li>Year 6</li> </ul>                                                                                         | Key Stage Phase Leaders (TLRs)<br><br>TLRs + SLT                                 |
| February  | Year 6                                                           | Assessment Week                                                                                                                                                                                                                                                                          | Class Teachers + UKS2<br>TLR + HT                                                |
| March     | KS2                                                              | Summative Assessment Week                                                                                                                                                                                                                                                                | Lower and Upper KS2 TLRs                                                         |
| April     | All Year Groups<br><br>All Year Groups<br><br>All Year Groups    | End of term assessments used to support on-going assessments and inputted into Primary Progress<br><br>Assessment data analysed and intervention strategies / allocation of support staff completed<br><br>RAPs up-dated and interventions are allocated.                                | Class Teachers + TLRs<br><br>TLRs + SLT<br><br>Key Stage Phase Leaders (TLRs)    |
| May       | EYFS<br><br>Year 1 and some Year 2 children<br><br>Years 2 and 6 | Foundation Stage Profile<br><br>Phonics and Phonics re-sits<br><br>End of Key Stage 1 and 2 Assessments                                                                                                                                                                                  | EYFS TLR<br><br>Class Teachers + KS1 TLR + HT<br><br>Class Teachers + TLRs + SLT |
| June      | KS2                                                              | Summative Assessment Week                                                                                                                                                                                                                                                                | Lower and Upper KS2 TLRs                                                         |
| July      | All Year Groups<br><br>All Year Groups<br><br>All Year Groups    | End of term assessments used to support on-going assessments and inputted into Primary Progress<br><br>Assessment data analysed and intervention strategies / allocation of support staff completed<br><br>RAPs up-dated and interventions are allocated for the following academic year | Class Teachers + TLRs<br><br>TLRs + SLT<br><br>Key Stage Phase Leaders (TLRs)    |



## 6. THE ROLE OF GOVERNORS

**6.1** Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- 6.1.1** Support the use of appropriate teaching strategies by allocating resources effectively;
- 6.1.2** Ensure that the school buildings and premises are used optimally to support teaching and learning;
- 6.1.3** Check teaching methods in the light of health and safety regulations;
- 6.1.4** Seek to ensure that our staff development and our performance management both promote good quality teaching;
- 6.1.5** Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and the termly Headteacher's report to governors.

## 7. THE ROLE OF PARENTS

**7.1** We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- 7.1.1** Holding parents' evenings to explain pupil progress for English and Maths.
- 7.1.2** Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- 7.1.3** Sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- 7.1.4** Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

**7.2** We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- 7.2.1** Ensure that their child has the best attendance record possible;
- 7.2.2** Ensure that their child is equipped for school with the correct uniform and PE kit;
- 7.2.3** Do their best to keep their child healthy and fit to attend school;
- 7.2.4** Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- 7.2.5** Promote a positive attitude towards school and learning in general;



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## 8. MONITORING AND REVIEW

**8.1** The Headteacher and governing body reviews this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

|                                                      |                                                                                                            |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>DISCUSSED AND AGREED BY RELEVANT STAFF</b>        | September 2025                                                                                             |
| <b>DISCUSSED AND AGREED BY CHILDREN AND FAMILIES</b> | September 2025                                                                                             |
| <b>DISCUSSED AND AGREED BY GOVERNING BODY</b>        | Pupil and Curriculum Committee, 10th November 2025<br>Full Governing Body on 1 <sup>st</sup> December 2025 |
| <b>MONITORING AND EVALUATION</b>                     | September 2025                                                                                             |
| <b>This policy was last up-dated on</b>              | <b>September 2025</b>                                                                                      |
| <b>Formal Review of Policy</b>                       | <b>September 2027</b>                                                                                      |

Signed:

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Headteacher, Mrs J. M. Farrimond

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Chair of Committee, Mr A. Kay