The Colleton Primary School
Learning, Teaching and Assessment Policy

At The Colleton we believe that learning, teaching and assessment are inextricably linked. They are interdependent activities, which do not exist in isolation of each other. This policy identifies what we believe are the key principles which underpin teaching, learning and assessment at The Colleton School. It explains why we subscribe to these principles and how they are carried out in practice.

Central to our thinking is the knowledge that everyone in the school is on some level a teacher and everyone is a learner. At The Colleton we are very aware that the learning experiences in school extend far beyond planned lesson time. Everything seen, heard and encountered around school becomes part of the learning experience. The same is true for teaching. All the time we are in school we are teaching, in our interactions with each other and in the behaviours we model. The narrow sphere of planned 'academic' activity constitutes only part of the learning, teaching and assessment that takes place in school and it is with that in mind that this Learning, Teaching and Assessment policy has been created.

Aims

Our aim to develop curious, resilient, caring, successful, happy, well-motivated, well-balanced, confident people, who are ready to move on to their next challenge with the building blocks in place to lead a successful life. Our aims are:

- to foster excellent relationships between all members of our community, including families and the wider school community. We endeavour to develop positive interactions and relationships with others in order to create a good environment for learning. It is our belief that people learn best when they are happy and confident.
- to ensure all members of our school community are valued and celebrated. This underpins our curriculum drivers to ensure the children are able to 'inspire, enquire and acquire' knowledge and skills.
- to create an environment where people feel safe, secure and aware of boundaries.
- to empower people to take risks, ask questions, hypothesise ideas and experiment.
- to provide a pleasant, attractive environment, which is conducive to good teaching and learning.
- to ensure everyone is equipped with tools and strategies so they are best placed to access learning opportunities.
- to be aware of the different learning needs of others and to foster the development of different learning styles.
- to offer a range of different teaching styles in order to capture interest and enthusiasm and facilitate access to learning.
- to develop a sense of responsibility for their own learning within all members of the school community.

- to promote individualised learning which takes into account the needs of all learners.
- for all members of the school community to develop a positive attitude towards themselves, their abilities and the abilities of others.
- for everyone to develop a level of self-awareness about how their brain works and how they can learn best, developing a greater understanding of metacognition.
- for assessment to inform the next steps in learning and teaching.
- to recognise that learning takes place all the time within school, not just during planned lessons.
- to promote high levels of self-esteem in order to facilitate good learning.
- to praise people and encourage them to make positive affirmations of their successes.
- to have high expectations of behaviour and performance at all times.
- to foster a lifelong love of learning.
- to be a learning school.

Effective Learning, Teaching and Assessment

Set out below are the key principles which underpin our practice and our approach to learning, teaching and assessment. We believe that by following these principles we will achieve the aims stated above.

Principles	Why?	How?
To create and sustain a positive and supportive environment at The Colleton. To ensure that psychological needs are being met.	Research shows that people are more receptive to learning if they feel safe, secure and happy.	This will include: • Valuing (verbally, use of value slips and Hot Chocolate celebrations) • Celebration • Positive talk • Empathetically understanding and acknowledging children's feelings • Children involved in their own learning and decision making • Praise • Environment tidy and well-organised • Boundaries clearly established • Use of zones of regulation • Use of Jigsaw to support PSHE • Issues and problems dealt with promptly and effectively using restoritive questions and taking notes for pastoral records • Scaffolding, differentiation and removing barriers to learning • Tools to support learning e.g. Help Zones

The teacher makes explicit links between different subject areas to ensure children understand the purpose of what they are learning and develop curiosity and the skills to follow this through. A cross-curricular approach is used when planning to ensure learning is retained and recalled	This technique is used because it allows learners to make connections and develop their thinking skills. All learning is about seeking and securing connections. It allows learners to view 'the big picture'. It is an engaging and motivating way to learn.	Methods used: • Topics are taught through an enquiry based approach • Planner • Blocking subjects together • Mind-mapping • Whole team/ school planning • Low stake/mini quizzes • Making links to prior learning • Over learning/ rehearsal • Subject leaders share a clear understanding of the journey of a child with explict progression of skills • Good knowledge of the progression of the curriculum • Reflective discussions
The learning is engaging, challenging, retained and by providing fun activities Motivation is high.	We believe that enjoyment, challenge and engagement are the keys to motivation for learning. This enables us to meet a wide spectrum of needs and different learning styles.	Methods used: • Cross curricular approach • Use of problem solving • Open-ended questioning • Special days • Topic days • Risk taking • Forest School • Discovery learning
Teaching and learning is part of an experience shared by all in the school community. Everyone is a teacher and everyone is a learner.	We recognise the value of the contribution that everyone in the school community has to make to teaching, learning and assessment. We utilise all the members of the community to facilitate good learning.	A variety of different techniques are used. The most fundamental is working as a team. • Team teaching – opportunity to work with different members of staff • Teaching assistants • Peer support • Assessment • Coaching • Regular CPD to improve best practise for teaching and learning • Mentoring • Parent helpers • Visitors • Specialist teachers • Vertically grouped classes • Mixed year group interaction e.g. Y6 + Y2
High expectations of the performance of all members of the	We believe that performance and expectation are	Techniques used include:

school community.	strongly linked. High expectation equals high performance.	- Developing a sense of responsibility for learning - Agreed school code of conduct reviewed and reinforced regularly - Planner system promotes individualised learning at all levels - Make behaviour and learning expectations explicit - Make success criteria explicit - Everybody in the school community contribute to reinforcing behaviour and learning expectations
All members of the school community develop an understanding of how they learn to learn	Different people have different learning styles and in order for all children to access what is being taught it may be helpful to use a range of styles. The teaching style should be appropriate for the activity, and the children being taught. The members of the school community understand the way their brain functions, the more effectively learning will be facilitated by using the EEF metacognition approaches	A variety of strategies can be used, for example: - Posters - Question stems to help children articulate their thinking - Model thinking explicitly - Word banks - Music and singing - Hands-on practical experiences - Concrete, pictorial, abstract approach - Maths boxes - Modelling - Knowledge organisers - Discussion/debate - Mind maps - Talk partners - Individual/group working - Utilising different learning styles to facilitate effective learning
The basic physiological needs of learners should be met.	Research from Maslow shows that if the body is concerned with its basic needs, higher level functions will not take place. If children have a better understanding of emotions they can put strategies in place to regulate themselves so they	A variety of different techniques will be used in conjunction with each other. - Brain breaks - Water bottles available and promoted - Healthy snacks - Movement - Daily mile - Visits to the toilet as needed - Temperature control of the environment - Ventilation - Selection of appropriate

	are able to learn	• lighting • Zones of regulation displays • Zones tool boxes • Sensory pathway • Sensory circuit • Children to have thinking time • Use of a range of questioning techniques e.g. no hands up
Assessment for learning (formative) is used to move the individual forward and inform the future teaching and learning to take place. Assessment of learning (summative) is a snapshot in time. It is used to inform about progress and trends and inform future teaching and learning.	Effective learning will only occur if pupils are clear about what they know, understand and can do before new learning is introduced, and what they will know understand and be able to do afterwards.	A wide variety of techniques are used. **Formative** • Feedback in line with the marking policy • Setting targets and next steps • Sharing goals • Self assessment • Planners • Mind mapping • Discussion/feedback • Peer assessment **Summative** (used to add to whole school data bank) • Termly assessments in core subjects • Foundation Stage baseline and end of year early learning goals • Diagnostic testing for specific difficulties • Phonics screening • SATs optional/statutory • Standardised tests e.g. Salford, Helen Arkell, NFER • Insight used to track progress and inform • Assess – plan - do - review cycle
Learners are curious, independent and self-motivated, with a commitment to lifelong learning. Ownership and responsibility for learning is encouraged and expected.	Everyone needs to be knowledgeable about how to learn and be motivated enough to continue to learn throughout their life. It is important that all learning enables children to know and remember more so they can apply and use skills learnt now	A variety of different techniques is used: • Planners • Prioritising own activities • Choosing own areas of interest for research • Independent learning encouraged and expected • Analysing learning styles – discussing techniques that will aid learning • Target setting • Home learning projects

	and in the future.	

Linked policies
Parent communications
Behaviour
Marking and feedback
Safeguarding
Equality
Equal Opportunities and SEN policies.

Responsibility: Curriculum Committee
Reviewed: Triennially
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