



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

Teaching, Learning and Assessment Policy

Policy approved by the full governing body on

Signed (chair of governors)

Signed (head teacher)

1.0 General aims

Teaching and learning is the prime purpose of Mousehole School. Effective teaching and learning is reliant on good assessment procedures. This policy lays out the school's approach to teaching, learning and assessment and acts as a framework for practice in classes and lessons across the school.

1.1 Our whole school aims which relate to this policy are:

- To pursue a creative, adaptable and forward thinking approach to education which fosters a love of learning, a thirst for knowledge and is focussed on the best outcomes for children.
- To nurture children's confidence by promoting their independence. Children must believe they can achieve with and without support. They must be empowered and inspired to widen their educational opportunities and improve their life chances.
- To communicate shared values based on mutual respect in the interest of the whole community.
- To ensure an education of such high calibre and clear identity that all members of the community can feel pride in their school.
- To establish a detailed understanding of the talents, needs and personalities of all our children, ensuring our capacity to nurture and challenge every individual.

1.2 Promoting British Values

Ofsted define "fundamental British values" as:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Specifically we promote British values in the following ways.

Democracy

Within class staff make all efforts to involve children in making democratic decisions about the children's experiences for example by involving them in the planning process for whole class projects (see 2.2 below) or deciding class roles and responsibilities.

Each class has elected school council members who meet with members of the school parliament which includes elected year 6 officials (usually 3). This group agrees issues to present to the whole school for debate or to be voted on in class. The children are supported in choosing issues which can change school practice and have impact for example helping to choose the menu for school meals and agreeing future development of the school grounds.

The rule of law

We reinforce the rule of law in Britain by carrying out our legal duties and helping children to understand and appreciate them for example school attendance registers and safeguarding procedures - "It is our legal duty to keep you safe. That is why you need to follow this rule". We promote school rules through our behaviour policy and principles.

Where possible we work with our community police officers to support areas of the curriculum and promote the rule of law for example working with the vehicle safety unit and using speed cameras on local roads as part of a maths project.

Individual liberty

Through the curriculum, we teach children to use informed debate and to understand the difference between fact and opinion; we teach them how to argue and defend points of view; we learn about and celebrate famous individuals who have fought for individual liberty through history.

When dealing with disputes, staff endeavour to give all interested parties a chance to express their feelings and understanding of the situation.

Mutual respect and tolerance

Whole school virtues assemblies and a variety of class learning activities promote children's right to hold and express their own opinions and beliefs. Through a termly RE block we explore different religions in modern Britain and wherever possible have British representatives of those religions visit the school.

We recognise our geographic isolation in West Cornwall and limited cultural diversity. As a consequence we work hard to create links outside the county and to celebrate cultural diversity. We have an ongoing link with the Mayflower School in Tower Hamlets, East London. Our year 5 and 6 children share penpal letters and have the chance to visit the school during their London residential trip. We also take every opportunity to welcome visitors from other countries in to our school. In the last three years we have placements from Switzerland, Germany and France and have links with schools in Germany and France.

Mousehole School Virtues

We also link the above values with Mousehole School virtues which we promote through assembly themes, class project plans and class based PSHE (personal, social and health education) activities. The whole school community aspire to embody the following:

- Hope
- Courage
- Love
- Tolerance
- Honesty
- Co-operation
- Responsibility
- Appreciation

2.0 Learning and Curriculum

2.1 Curriculum drivers at Mousehole Primary School

We provide a broad and balanced curriculum. We meet the requirements of the National Curriculum but are not restricted by it. Our curriculum content is extended and broadened to include skills and knowledge which suit the needs of the children in our community. This is done through various projects and schemes of work, for example beach safety,

woodland skills and understanding neuroscience through the Thrive approach and mindfulness.

We use planning and assessment to ensure that our curriculum is rigorous and appropriately pitched. Alongside this rigour it is our aim that the content and delivery of our curriculum is flexible, forward thinking and driven by the following:

- Ensuring every child reaches their potential
- Building confidence in children by providing challenge, valuing risk taking and celebrating success
- Fostering respect and promoting British values
- Meeting the needs of individuals and groups and where possible adapting learning to their interests
- Ensuring families are involved in the learning process and given appropriate information and support to promote this
- Promoting independence and resilience
- Being meaningful and relevant to the children's experiences
- Being mindful of current events locally, nationally and internationally
- Highlighting the value of the skills and knowledge being learnt
- Encouraging creative thinking, alternative solutions and an adaptable approach
- Teaching transferable skills and making links between learning
- Drawing on the skills within the school and wider community
- Using a variety of learning models: in groups; in pairs; independent; children as mentors; whole school events and themes; learning outside of the classroom

2.2 Curriculum planning

Teachers have overall responsibility for coordinating the learning that takes place in their class.

The aims of planning are to:

- Provide a broad and balanced curriculum (see 2.1 Curriculum Drivers)
- Provide for progression, continuity and differentiation between pupils
- Ensure teaching meets children's needs
- Link with formal and informal assessment
- Allow flexibility and adaptability
- Ensure all involved adults are informed about the planned learning
- Ensure the curriculum meets statutory requirements

At Mousehole School the teaching and learning experience includes regular whole school experiences most notably RE (Religious Education) Blocks, Science Weeks and PE Weeks. These are coordinated by subject leaders and planned by class teachers. Outside of these blocks all planning falls into two main types:

Project plans

In each class the teacher works with the support staff and children in their class to plan a project to be studied for a term (this time span may be shorter in Early Years). Teachers

and relevant support staff are released from teaching for at least half a day a term to facilitate this. This project plan is based on a project based immersive approach. The planning is done in consultation with the curriculum overview (jigsaw) documents (year 6 example appendix 1) for each year group. The curriculum overviews ensure that children are covering the required National Curriculum areas with appropriate rigour. In our reception class the class teacher uses the Early Years Foundation Stage Profile (EYFSP) to ensure rigour. Teachers must also include the age appropriate elements of the Christopher Winter Project RSE (Relationships and Sex Education) planning documents each academic year.

The following are prerequisites of effective project planning:

- An essential question which the project aims to answer. A good essential question will be a question that people ask in the 'real world', has no easy answer, stretches pupil's intellectual muscles and ignites their imaginations *
- Plans must be based around a final outcome produced for an authentic audience. These outcomes should be varied through each academic year *
- There will be clear milestones to define clear steps towards the final product
- Multiple drafts and peer feedback (critique) are used to prepare work for milestones which is recorded in Voyage Books (or learning journals in Dinghy Class).
- Each project will include working with experts who are not members of the school staff *
- Each project will include at least one off site visit. We are limited to asking for money from parents to help with such a trip once a term but other excursions should be possible with limited expense *
- As a core subject, the teaching of science will feature in every term in every project plan
- Each project plan will reference the current whole school virtues and opportunities to reinforce British Values
- Plans will be shared with individual subject teachers so they can plan accordingly (e.g. French and music)
- The classroom environment will be adapted for each project *
- At the end of the project, the children must review their outcome and have input into planning their next project including the above bullet points *

Weekly plans

Teacher use weekly plans to plan the detail of maths and English lessons. Specific details of subject planning for English and maths can be found in the respective policies and planning documents but summary weekly plans are used by teachers for maths and English (including guided reading routines). Weekly plans must include an overview of objectives for the week, space for assessment notes made by all staff and an indication of how objectives and/or activities are differentiated. These documents are held by class teachers and available for reference by other staff and scrutiny by subject leaders if necessary. Weekly plans will include whole school approaches where appropriate (3.2 below).

2.3 Outdoor learning

Outdoor learning at Mousehole School takes two forms.

1. **The extended classroom** Teachers consistently take lessons outside in all areas of the curriculum. The main site at school and the school field are both very suited to lesson delivery and we have ready access to the beach, harbour and a variety of different

environments. A minimum of 10% of curriculum time should be spent outdoors. This includes the winter months. In better weather and for younger children there will be often be considerably more than 10% of lessons outside. See also 2.2 Project plans.

2. **Specific outdoor skills** The Mousehole School curriculum includes the teaching of a progression of specific outdoor skills through our woodland and harbour skills programmes. These include things like using tools, risk assessing environments and developing team work.

3.0 Teaching

Effective learning, the core purpose of the school, is ensured by effective teaching. Effective teaching enables pupils to understand the clear lines of progression through the knowledge, skills and understanding being learned and ensures consistently high expectations for all.

3.1 Effective pedagogy

Pedagogy describes the methods and practice of teaching. Using consistent, rigorous approaches across the school helps to ensure good transition from class to class and to establish clear lines of progression however the school and this policy recognise the need for a varied diet of lessons and learning experiences. Therefore, we do not prescribe a specific model of learning or structure for lessons.

Within this varied diet, the following elements of good practice are essential (although not necessarily in every lesson):

- **Excellent subject knowledge:** Teacher's knowledge and understanding of the subject matter to be learnt is crucial. Exploring subjects and learning alongside pupils is useful and pupils may ask questions which teachers cannot answer but teachers must have a thorough knowledge of the curriculum being delivered and know the methods and language used across the school (for example adhering to the school's calculation policy in maths lessons). Teachers carry out their own learning including support from colleagues to ensure their knowledge is thorough and up to date.
- **Effective questioning:** questioning should be varied and include open and closed questions. There should be variety in the ways that children respond - calling out, writing an answer down, telling a partner etc. There should also be a variety of ways to process a question - time to think, time to discuss or rapid recall (Kagan structures are effective tools for this).
- **Systematically checking pupil's understanding:** assessment procedures will be covered later (4.0) but good assessment starts with teachers and support staff recognising misconceptions through every lesson. When these misconceptions have not been predicted, lessons must spontaneously adapt to address them. When individuals or small groups of children need extra support or consolidation (intervention) this should happen when the teacher feels appropriate but must not result in pupils consistently missing any part of the curriculum or whole school activity (e.g. assemblies).
- **Clear and consistent feedback:** pupils are able to adapt their understanding and know how to improve their work due to consistent, effective and timely feedback. This can be verbal or written and should be given by all staff involved in lessons and by peers (through peer critique for example). Where it is written by staff it should adhere to the whole school marking guidelines (appendix 2). Routines must be in place which give adequate time for pupils to process and respond to marking.
- **Effective Differentiation:** Learning objectives and activities should be differentiated

effectively and pupils should understand their own learning well enough to make informed, guided choices about the appropriate level of challenge. We consider resilience and independence as essential skills and teachers should design lessons and routines that promote these skills. They can only be learnt when all children are appropriately supported and challenged. At different times all children should be expected to regularly work by themselves and with the support of the class teacher and teaching assistants .

- **Dynamic grouping:** variety is an essential element in the way that pupils are grouped. Pupils often learn more effectively in particular modes for example preferring to work alone however all pupils should have opportunities to work individually, in pairs and in groups. We also recognise the “propinquity effect” and know that by varying who pupils work with we can improve the social dynamics of the class and improve pupils relationships and ability to work with different people.

3.2 Whole school approaches

There are a number of teaching and learning approaches which are consistent across the school. They include the following.

- **Letters and sounds** A unified approach to the teaching of phonics and the basics of reading and writing. This is for all children in reception and year 1 and used where appropriate to meet need in years 2 - 6. We do not use one scheme for teaching phonics. All staff delivering phonics sessions are trained and teachers take responsibility for adapting resources and approaches to meet the needs of the children in their classes. See also the English policy.
- **Guided reading and whole class texts** All classes have routines in place for reading and sharing books routinely. Every child would read with an adult through guided reading at least twice a week. In younger classes and for specific children, reading with an adult would happen more often.
- **Talk for Writing and Alan Peat sentence types** These are specific methods for supporting the teaching of writing. More details can be found in our English policy, online or by talking to a trained teacher.
- **FAB 15** This should happen at least three times per week and supplements the PE curriculum. It involves activities which raise the heart rate and improve pupil’s Flexibility, Agility and Balance for 15 minutes. FAB 15 is often used to reinforce core curriculum content e.g. by using Maths of the Day activities.
- **Abacus maths resources** The whole school uses the Abacus Evolve maths programmes to help guide maths teaching. We do use text books and resources from the Abacus resource but not exclusively. It’s main role is to ensure effective rigour and progression in long and medium term maths planning.
- **Maths Blasts** These are short whole class sessions with a maths focus. They may be an open question or investigation or a game to practice maths facts. They happen three times per week outside of normal maths lessons.
- **The Thrive Approach** Draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help the school to understand the needs being signalled by children’s behaviour. It gives us targeted strategies and activities to help support children to engage with learning and life. The school embraces the THRIVE approach and has trained practitioners on the staff. We use regular group and cohort screenings

to identify individuals who may need specific work and to select whole class activities that are designed to meet the developmental needs of the group.

- **Technology** Each class has access to iPads and these are used to enhance learning experiences when appropriate. Outside of teaching specific computing skills from the computing curriculum children may use technology to research, present work and to practice specific knowledge or skills (for example by playing times tables games).
- **Learning styles** All staff recognise the varied learning styles in their classes. Lessons and sequences of lessons are planned and adapted to meet a variety of learning modes and would therefore include chances to move and be still, to listen and to talk and to use visual and physical models to process and explore learning.
- **Learning at home** All classes use some form of home learning or home work to reinforce learning and to involve parents in their children's learning. The school expects parents to support children in their homework and they agree to do so by signing our home-school agreement. Teachers will occasionally set projects to be completed at home and some homework will be set as an optional extra but the school expects support with the following:
 - Regular reading at home for all year groups - five times a week and recorded in reading records this can include sharing a book with an adult for younger children.
 - Spellings practice - for all children year 1 - year 6
 - Practice of maths skills - for years 3 - 6
 - Practice of writing skills - for year 5 - 6

4.0 Assessment

Assessment is a crucial part of effective teaching and learning and its inclusion in this policy reflects this.

4.1 General Principles and Aims for Assessment

In our school teachers are involved in assessment and recording procedures that:

- Support quality teaching and learning
- Require discussion and communication between relevant adults and the pupils themselves
- Find out what children already know and inform what they will learn next
- Are based on clear, shared criteria
- Are manageable, sustainable, consistent and useful
- Meet statutory requirements
- Provide useful information to parents that is clear, timely and supports learning

In our school children are involved in assessment processes that:

- Form part of regular classroom practice
- Provide reliable and credible information to support progression in learning
- Measure attainment and track progress
- Raise the expectations of success

- Are motivating and actively involves them in review and target setting (see also marking and feedback policy)
- Inform any short or medium term interventions in small groups or 1:1 (see also Special Educational Needs policy)

4.2 Types of assessment

Formative assessment

Formative assessment forms part of every learning experience that children receive. Effective questioning (3.1 above) and informal assessment is a crucial element in the craft of teaching. Teachers and teaching assistants adapt their teaching and questioning to meet the needs and progress of individuals and groups of children as they teach. Children are involved in this process by responding to questions in different ways and by being encouraged to reflect on what they already know and what they need to learn next. They also support each other by sharing their understanding with each other and giving each other feedback about what is working well and how they can improve.

Pupils are more able to self assess their work if learning objectives are clear and universally understood. So that by the end of a lesson all children can answer the question: What have you learnt in this lesson? The question should be answered in terms of knowledge, skills and/or understanding. So, for example, a pupil would answer: I have learnt how to use adverbs to improve my writing rather than I have learnt how to write a story.

Summative assessment

Summative assessments are planned assessments which occur at regular intervals and are designed to measure pupil's attainment i.e. their understanding of the curriculum which has been covered. At Mousehole School summative assessment includes:

- Differentiated cohort specific tests each half term. These include tests in reading, maths and a writing task. They inform teacher's planning, individual pupil target setting and teacher's termly assessments against Age Related Expectations (ARE). These will often be supported by 1:1 working with children if appropriate to their needs or if the test results do not represent the teacher's knowledge of the child's abilities.
- Early years foundation stage profile (EYFSP) The profile is used to inform teaching in our reception class and the end of year data is used to aid transition in to year 1 and compare the school's performance locally and nationally. Pupil's progress through the profile is assessed using observations of children rather than testing. NB at the time of writing the Department for Education have revoked the requirement for baseline assessments in Early Years in the academic year 2016 - 2017. Mousehole School has trialled baseline assessment tools but is yet to decide whether to use them in the future.
- Statutory national Summative Assessments Tests (SATs) From the summer term 2016 these include:
 - Year 1 phonics screening tests
 - Year 2 (end of Key Stage 1) SATs in reading; Spelling, Punctuation and Grammar (SPaG) and maths
 - Year 6 (end of Key Stage 2) SATs in reading; Spelling, Punctuation and Grammar (SPaG) and maths

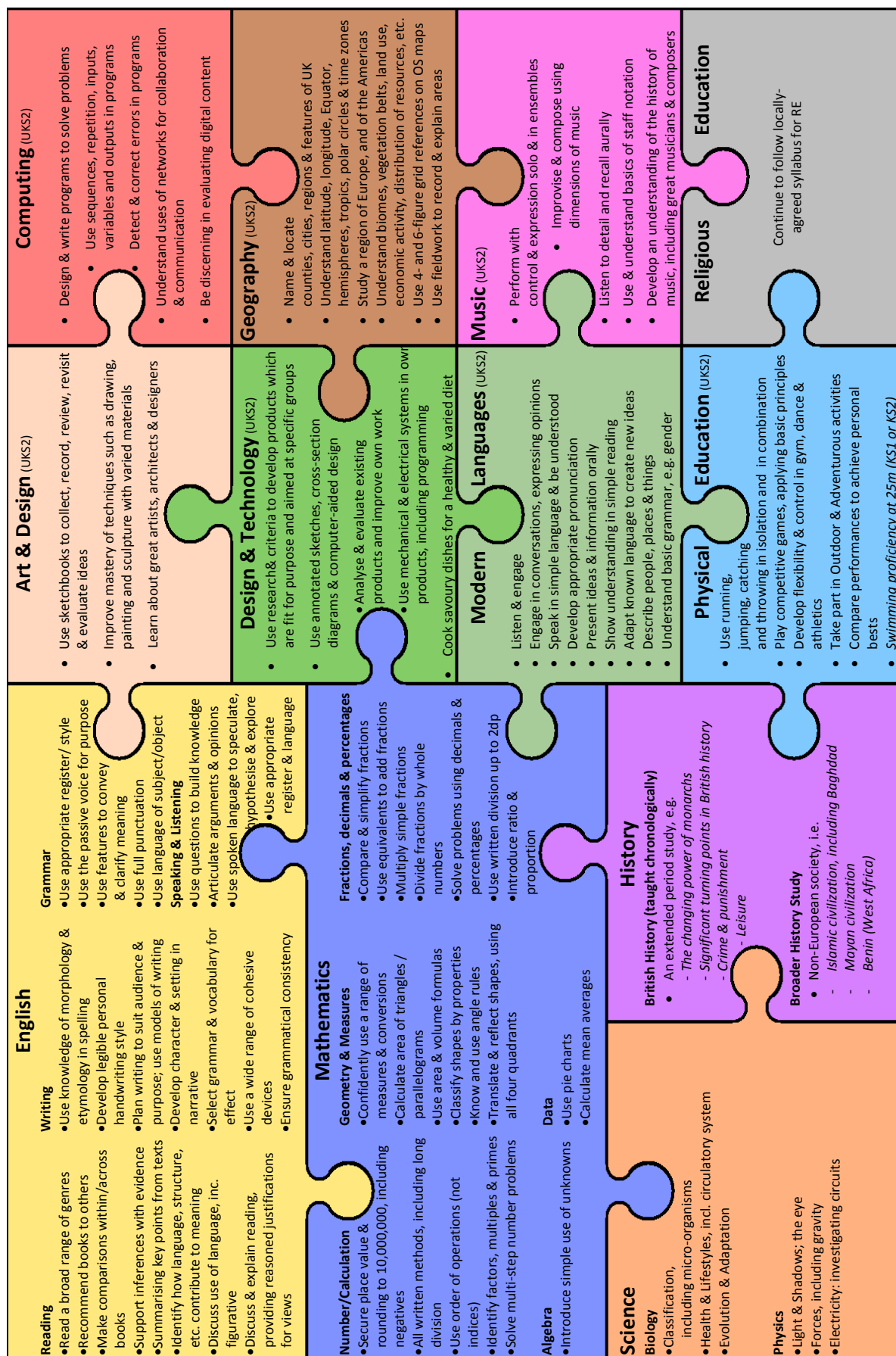
All testing is carried out in a positive environment in which the needs of individual children are met as supportively as possible within the requirements of the Standards and Testing Agency's Assessing and Reporting Arrangements for Key Stages 1 and 2.

5.0 Monitoring

The Head teacher is ultimately responsible for monitoring the delivery of this policy. He is supported in this by all teaching staff and members of the governing body. The detail of the school's procedures for monitoring is contained in the monitoring and evaluation policy.

Appendix 1 - Curriculum Overview example

Curriculum Overview for Year 6



Appendix 2 - Marking and feedback guidelines

All Subjects	Method of feedback	Purpose of feedback	When and how to be used
Colour code	Teachers marking should be in purple pen support staff should mark in green pen	Colour distinguishes so that everyone is clear who is responsible	As frequently as necessary. It should be daily for work that is written in books.
All children's edits	All improvements (during or following the lesson) to be done in BLUE PEN by all children.	To highlight where and when children have returned to make improvements	All children should be given time in the following lesson to respond to marking
Core books	Should have marking codes stuck inside front cover	So children can refer to them when reading marking	With every new book

Maths	Method of feedback	Purpose of feedback	When and how to be used
Progress against learning objective	Use smiley face to assess the level of understanding	So children can check their own assessments with an adults assessment	When working with a child if they demonstrate they have understood or as soon as possible afterwards
Marking	<ul style="list-style-type: none"> •Tick all correct work with appropriate pen •Include task specific corrections using the codes suggested 	<ul style="list-style-type: none"> •Praise Success •Set challenge •Provide support through examples 	Daily with all children Children complete corrections
WOW!	Use WOW! to show where the child has particularly dazzled you. Make it explicit.	To praise success and highlight WOW! moments of writing using the stamp.	With all maths. Use as many WOWs as needed to highlight the good bits!
Worked Examples	When children have a misconception it must be followed up.	Provide an example (written or verbal) as a model then write another question for them to have a go at.	When needed.
NOW!	Use NOW! to set another challenge/consolidation question or to point out next steps.	These should provide children with an extra challenge or reinforcement	Eg: Great adding – NOW! $23+12 =$ (Child completes) At least twice a week

Writing	Method of feedback	Purpose of feedback	When and how to be used
Using toolkits -	Genre/focus specific writer's tool kit to be used for pieces of extended writing. Tick where child has achieved objectives	To offer explicit feedback connected to tool kits.	When tool kits are used
WOW!	Use WOW! to show where the child has particularly dazzled you. Make it explicit.	To praise success and highlight WOW! moments of writing using the stamps.	Daily with all writing. Use as many WOWS! as needed to highlight the good bits!
Teachers' comments - NOWS!	Next step comments. (NOWS!)	To revisit learning or to extend the learning of the previous lesson. These are often general or can be specific to that particular child. These should relate to the toolkit or learning objective	As soon as possible after a completed piece of writing or when working alongside a child.
Self –Assessment (Children use BLUE polishing pens)	Self Assessment by child (using the toolkit)	Encourages reflection in relation to the LO and writing secrets and forces pupils to think about next steps. Promotes independence.	After a finished piece or specific task
Peer Assessment (Children use BLUE pens)	Peer Assessment by partner	Encourages children to review the LO for that lesson. Encourages children to work co-operatively and develop constructive feedback techniques including receiving and acting on other's feedback.	After a completed piece of writing
Peer critique	Feedback tool used to facilitate peer to peer feedback	See above	During the process of drafting a final piece of work.