

Hillside Primary School

Teaching, Learning & Assessment Policy



Our Values and Vision

Non-negotiables of teaching and learning

These essential elements of our vision will be a feature of teaching and learning within every classroom and in every lesson.

1. **Engagement** - all pupils are able to access lessons at their own level and will therefore be engaged in learning.
2. **Expectations** - all staff have high expectations for themselves and of all pupils in how they approach all aspects of learning and school life.
3. **Purpose** - pupils are given a clear purpose for their learning.
4. **Challenge** - pupils are encouraged to embrace challenge and take risks in their learning.
5. **Respect** - there is mutual respect between everyone.
6. **Personality** - the opinions of everyone are valued. Pupils and staff are encouraged to express their personality.
7. **Passion** - teaching promotes passion, enquiry, pride and a love of learning.
8. **Celebration** - pupil effort and achievement is regularly recognised and celebrated.
9. **Safety** - everyone is safe and secure.
10. **Environment** - the school provides a positive and effective learning environment both indoors and outdoors.

Our Curriculum

There is a buzz within classrooms where children and adults alike are excited by learning. We believe that a broad, engaging, challenging and mastery-based curriculum will enable children to reach their full potential and go on to be effective learners and employees. We will approach learning from different and more relevant angles, often giving children questions and statements to investigate and challenge. Topics beginning with 'wow' moments, will transport children to different times and places. We will stretch their imaginations, submerge them in new experiences and feed their curiosity.

Growth Mindset

There is an ethos of growth-mindset throughout the school, which is embedded in learning, feedback, celebration, displays and through the introduction of 'Breakthrough' learning, where children are given time to choose a new skill to learn. We want our children to become resilient learners, who take risks, thrive on challenge and see the easy option as being the boring one. Through the use of open-ended tasks and effective intervention, we try to remove any ceilings or barriers and increase pupil involvement in their own learning, so that they are confident in articulating their strengths and areas for improvement.

Mastery approach

We have a mastery approach to learning, where children are able to develop a concrete understanding of subject knowledge and skills. Teachers have the flexibility to block subjects and objectives on their weekly timetable, making it easier for pupils to remember and make vital links between each piece of information. This approach also enables us to take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are working above the national expectation for their age.

Curriculum Organisation

Our curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the **National Curriculum (2014)**, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:
www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a **long-term plan**. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We regularly review our long-term plans to ensure coverage of the National Curriculum across the Key Stages.

With our **medium/short-term plans**, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Whilst curriculum coverage is broad, balanced and meets the requirements of the National Curriculum, teachers are given the **flexibility to block English and Maths lessons**, depending on what is most appropriate for the unit of work or skill being covered. This approach enables pupils to master and take their learning to a greater depth. It is easier for teachers to plan, resource the subjects, undertake more meaningful project work and reduce the amount of valuable time wasted on recapping and reinforcing learning from a previous week or term.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas.

Planning is shared amongst staff on our public server and specific schemes of work/procedures for each subject are held by the Subject Leaders/Teachers.

Curriculum Subjects

English at Hillside is taught following the 2014 National Curriculum (*Refer to English Policy – Reading, Writing, Phonics*).

Reading at Hillside is developed through the following approaches:

- Systematic synthetic Phonics
- Bookbands
- Comprehension skills
- Accelerated Reader for KS2
- Well-resourced library
- Specific interventions

Writing at Hillside is developed through the following approaches:

- 'Talk for Writing' teaching strategy
- Systematic phonics
- SPAG teaching
- Cursive handwriting + linking from as early as Year 1 (when child is ready)
- Specific interventions

Daily non-negotiables/input: Reading, phonics and/or spelling (at least 3 times a week), grammar (at least 4 times a week).

Mathematics is taught using the objectives in the 2014 National Curriculum Framework (*Refer to Calculations Policy*). Hillside Primary School uses the White Rose Mastery Curriculum framework to do this. Each year group uses the long/medium/weekly term plans and adapts them accordingly. Other sources are used such as: NRICH, Number Sense, and the NCETM mastery ideas. Teachers may use real life contexts, and all use C.P.A. (Concrete, Pictorial & Abstract). Mathematics is taught daily throughout the school. Some cross curricular teaching takes place, when appropriate. Progress is recorded using Classroom Monitor, with Y2 and Y6 using the interim frameworks.

In addition, there are whole school maths days which generally involve the parents being invited into school to experience mathematics with their child. This involvement starts in the Nursery. Homework is given at both Key Stages and parents are encouraged to support their child. All children at Key Stage 2 are signed into Sumdog at home and are entered into competitions. From Y1 to Y4 children are able to take home Maths Monkey and parents are encouraged to support their child with the activities that Maths Monkey does. Children practice their tables at home with parental support.

The coverage of the curriculum and progress for Mathematics is recorded on Classroom monitor on a regular. Termly written assessments using the White Rose sheets are done at Key Stage 2.

Children who may not reach the required end of year expectations are identified and intervention is given. Reception class has a TA who gives extra support. Y1, Y2, Y3 and Y4 have a TA who uses the Numicom intervention programme. Y5 use the Power of One and The Power of 2 intervention programmes. As well as this Key Stage 2 use "Filling in the Gaps".

Daily non-negotiables/input: Mental maths (the four operations including problem-solving, reasoning and fluency.)

Science is taught following the 2014 National Curriculum, each year group learning the relevant content and developing the skills of 'Working Scientifically.' Application of these skills is recorded for each year group to ensure balance and coverage. In EYFS and KS1, Science is taught within cross-curricular topics, whilst in KS2 it is taught discretely for the equivalent of two hours weekly. Teachers may use the new Hamilton scheme of work, which sets a real life context for each unit. The order of coverage through the year is planned to support cross-curricular topics where possible, as shown on the long term curriculum plan. Progress in Science is recorded using Classroom Monitor, with Y2 & Y6 also using the Interim Frameworks.

In addition, whole school Science days are held, with a joint focus, and Science shows or visitors are enjoyed by the whole school. In the Spring term, Lynn Grove Academy pupils bring a Science roadshow to Hillside for Y5 pupils.

Art & Design and Design Technology are taught through the integrated curriculum, hence the subjects are part of the planned teaching and learning in a particular theme or topic.

Plans for Art and Design and Design Technology for Key Stage One and Two have been developed to provide a comprehensive, balanced progression of subject-specific skills, cross-curricular links and activities that cover the requirements of the primary National Curriculum programme of study.

Religious Education at Hillside Primary School is taught according to the Norfolk Agreed Syllabus, usually in the context of RE focus days, each based around a key question (*Refer to Collective Worship Policy*). The sequence of questions can be found on the long term curriculum plan. Children explore the question through an enquiry approach, which may include drama, art, ICT and other skills, alongside discussion and learning about and from religion. In EYFS, children experience RE primarily through the main festivals of the religious calendar. KS1 children study Christianity and Judaism, whilst KS2 cover aspects of the six main world religions. In both Key Stages, a greater focus is placed on Christianity than other religions, in accordance with the Agreed Syllabus.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future.

The aim of **History** teaching here at Hillside is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. The children learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Music is an important feature of Hillside Primary – the children are able and enthusiastic singers, with a song for every occasion. Singing is a real strength within Hillside and everyone is encouraged to join in, whatever their talents. Charanga is now the basis for our school's music education. It is used in many ways: as a scheme of work with 6 half term units for every year group (except EYFS), as a resource bank for listening and appraisal activities, as a teaching and learning tool for class instrument learning, as a source of individual themed units appropriate to a current topic, etc. Music is taught in EYFS through song and activities, in KS1 for about an hour a week, in LKS2 for about 40 minutes a week and in UKS2 for an hour a week in alternate half terms.

It is the plan that all children within Hillside will learn a variety of instruments throughout their primary school experience and, through this, consolidate their learning and understanding of the basics of music, its theory, practice and enjoyment – covering all the objectives of the National Curriculum.

Private lessons are available, for those in KS2 who are interested, including piano, keyboard, flute, clarinet, guitar and drums. There are also a KS1 and KS2 choir. Opportunities for performance are provided in class, assembly, concerts, school performances and joint school performances.

From September 2017, Hillside Primary are focussing on French as their main language in the teaching of **MFL**. The experience of French as a language will be extended to the Foundation Stage, KS1 and SRB through the use of everyday language, labels and simple songs. The change (from Spanish in LKS2 and French in UKS2) to one continuous development of a language throughout the Primary school range will allow a much greater depth of learning and achievement to happen. This will not only happen because of the increased opportunities for teaching and learning, but there will be great benefits from the whole school approach to French. In LKS2, French will be taught for up to an hour a week, in UKS2, for an hour a week for alternate half terms.

Other languages / cultures will be experienced through specific days or events held throughout the year.

Computing at Hillside is taught following the 2014 National Curriculum and contains some 'big ideas' based around the Somerset Model for Primary Computing (*Refer to e-Safety Policy*).

We want our learners to be:

- Digital citizens – who are safe and responsible
- Digital communicators – who are digitally literate
- Digital creators – who are logical and creative
- Digital investigators – who can develop ideas

To keep the cogs turning, the teachers keep 'pulling the threads' which run through the Hillside Program of Study: **Programming, Multimedia, e-Safety, Technology in our lives and Handling Data**. Each area of study is split into blocks with teachers at Hillside being encouraged and supported to flexibly build a curriculum for their learners.



The core skills are taught in each year group through either discreet computing lessons or cross curricular. Application of these skills are recorded for each year group to ensure balance and coverage. Teachers may use the Wessex Planning materials, blending in other learning opportunities and resources from other sources, especially Espresso coding. The order of coverage throughout the year is planned to support cross-curricular topics where possible, as shown on the long term curriculum plan.

Assessment of computing at Hillside is a child-led, manageable assessment process that encourages progression and is sustainable in an ever-changing world. Teachers maintain an ongoing record of the attainment of pupils for each thread and often use open ended tasks to develop computational thinking for children who are assessed as working at age expectations. Progress in computing is recorded using Classroom Monitor and used to inform future planning.

In addition to the weekly lessons, whole school computing days are held, such as Safer Internet Day and key areas such as e-Safety are reinforced through assemblies.

PSHE at Hillside is taught following the PSHE Association's Programme of Study 2017 (Refer to Safeguarding, Sex and Relationships, E-Safety, Prevent, British Values, Anti-Bullying, Behaviour and Equality & Diversity Policies).

The three Core Themes of this Programme of Study are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

PSHE is taught as a discrete subject in every year group using the Dimensions (3D PSHE) and/or 1 Decision materials. However, the essential skills and attributes of PSHE are embedded within all aspects of the curriculum, assemblies, topics and within the general ethos of the school.

Pupil Voice is promoted through a number of roles and responsibilities such as the School Council, Friendship Friends (Anti-Bullying Ambassadors), Team Captains, Prefects, Librarians, Sports Leaders and Traffic Wardens. The pupils also undertake an annual questionnaire and on occasions are interviewed by staff and each other.

At Hillside our focus is on developing all aspects of **Physical Education**, ensuring that children are able to participate, compete, enjoy and learn about sports, skills and the importance of physical activity for a healthy lifestyle. We are committed to developing key skills as well as sporting competency and positive competitive attitudes. It is important that children have opportunities to participate in a variety of different sports through lessons, activities, clubs and input from outside agencies to follow pathways to clubs, so they can further participate and progress. We are introducing Real PE into our curriculum delivery to help us to develop this holistic approach to PE and run alongside our skills based lessons to ensure that every child, regardless of ability, is able to benefit and progress in all areas of PE.

The Early Years Foundation Stage

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available for download at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf. (Refer to *EYFS Policy*)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The **prime** areas are;

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The **specific** areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children with special educational needs and disabilities (*Refer to SEND and SRB Policies*)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If necessary we adapt the curriculum to meet the needs of individual children.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the **SEN Code of Practice** in providing for children with special needs. If a child displays signs of having special needs, the class teacher will liaise with the **SENCO** to make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers. Where pupils need additional support from external agencies, they will be given an **SEN Support Plan (SSP) or even an Education, Health and Care Plan (EHCP)**.

If a pupil's special educational need relates to cognition/learning they may be considered for a place in the school's **Specialist Resource Base (SRB)** for a period of two terms.

Each class has a **Pupil Intervention Record (PIR)** which records all the pupils who have special needs. The PIR describes the needs of the pupils, their areas for development and how these are being supported. Advice from the appropriate external agencies is incorporated into the PIR.

The SEN Policy, Accessibility Plan and SEN Report are all updated on an annual basis.

Assessment

At Hillside, we endeavour to support children to achieve to the best of their abilities and reach their full potential. We believe that assessment and feedback are fundamental to being able to extend and challenge children in their learning. Our main aims for assessment are:

- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning at different levels
- To provide information for planning, teaching, curriculum and whole school development, as well as monitoring for SEND and interventions
- To inform parents of their children's progress at Parent consultations in the Autumn and Spring terms and through the annual report in July
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve further
- To internally track the progress and attainment of pupils, year on year
- To ensure teacher planning is amended in order that teaching and learning meets the needs of all children

Assessment criteria are derived from the new **National Curriculum 2014**. Each pupil is assessed as being either 'entering', 'developing' or 'secure' within their year group criteria. **Expected outcomes** are for children to be at 'entering' for their year group by the end of Autumn Term, 'developing' at the end of Spring term and 'secure' at the end of Summer Term. For those pupils

meeting the secure standard, work will be provided at a more challenging level within the year group criteria. However, we will always strive to provide mastery level learning within our teaching. Assessment judgements are recorded using **Classroom Monitor (National Curriculum KPI system)** and based on independent work that has been assessed against objectives, and class work that shows understanding of a particular element of the curriculum

Assessment for Learning (AfL) is pivotal and underpins Hillside's approach to Teaching and Learning. Staff use Learning Objectives, Steps to Success, effective marking, and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps. AfL is used on a daily basis, along with observation and marking of pupils work to provide formative assessment judgements. Teachers will use AfL to determine individual intervention following lessons and prior to lessons, meaning that areas can be addressed as and when needed to best suit the needs of the children. Teachers will regularly set informal targets for their children as a result of AfL. This can be seen on a lesson-by-lesson, daily or weekly basis and may or may not be recorded but will be structured to support progress, therefore assessment opportunities are identified on planning when possible.

Feedback is a vital element of assessment. Feedback is information given to the **learner** and/or **the teacher** about the learner's performance relative to learning goals, which may be either verbal or written (including **marking**). Feedback redirects or refocuses either **the teacher's or the learner's** actions to achieve a goal. Feedback is part of the teaching team's role and therefore includes the Teaching Assistants. When giving feedback (verbal or written), all staff will highlight strengths and provide pupils with an opportunity to discuss and improve their learning, by giving specific instruction. Each class will have their own system of providing written feedback. Pupils will also be given opportunities to provide verbal and written feedback to one another. In addition to ongoing feedback within the classroom, individual pupil 'feedback' conferences are held weekly and run via discussion between class teachers and teaching assistants.

Assessment in EYFS is based on the **EYFS Statutory Framework**. Evidence is collected through observations and discussions and these are recorded on **Tapestry** and within pupils' individual learning journeys. Judgements on progress against targets and learning goals are recorded on Classroom Monitor. Photographic evidence and pupils' quotations are also gathered. Along with written work, these form the basis of the on-going teacher assessments in line with National Expectations. Progress of pupils is tracked and reviewed regularly due to the nature of EYFS ongoing assessment but is discussed during termly pupil progress meetings and staff appraisals.

Pupils identified as having **SEND** may also be assessed using P Levels or the year group criteria which is applicable to their needs. Progress is tracked and reviewed termly at pupil progress meetings. Our SENCO and class teachers conduct MOP assessments – Measuring Outcomes Pack - which is the cluster agreed package for first response assessments to deem whether CEPP members are called in to do further assessments of children's needs. A variety of baseline assessments – such as Salford Reading and Comprehension tests - are used to identify and establish need in children who join our **SRB**. These include assessments for emotional literacy and receptive language, such as BPVS (British Picture Vocabulary Scale)

Teachers use a **Point in Time Assessment (PITA)** system to summarise individual pupil attainment in English and Maths, against the 'Expected Standards' for their year group. Pupils are given PITA scores, which are based on teacher judgements using a wide range of

evidence e.g. Classroom Monitor, tests, lesson outcomes, observations etc. The scores are then used by leaders to track and analyse attainment and progress for pupils and classes.

Termly Pupil Progress meetings are held between teachers and leaders, to identify vulnerable pupils or those who are not making appropriate progress. Interventions are implemented and recorded on **Pupil Intervention Records (PIRs)**. **Governors** have access to anonymised Raise Online data in the form of our 'user friendly' Arbor Report to support and challenge the school. Through working with other schools, especially in our cluster, and using external tests and assessments, we will compare our performance with that of other schools. Where possible, **moderation** both internal and external (e.g. Cluster) will be used and developed to support our understanding of making judgements. Our KS2 Lead is a County Moderator for Writing.

Formal and Statutory testing:

- EYFS undergo baseline assessment using Classroom Monitor and PITAs.
- EYFS end of year assessment is currently in place which indicates whether pupils have achieved a 'good level of development'
- Pupils in Y1 are assessed at the end of the year in phonics
- Pupils in Y2 and Y6 undergo SATs in reading, SPAG, maths, and science when selected, along with teacher assessment in writing.
- Results of statutory tests and teacher assessments are reported to parents the LA, SPTA and the DFE as required
- Year 3, 4 and 5 will undergo end of year assessments

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders weekly non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

Links to other policies/procedures

- Safeguarding Policy
- Prevent Policy
- E-Safety Policy
- SEND Policy
- SRB Policy
- Sex and Relationships Policy

- Equality and Diversity Policy
- Collective Worship Policy
- Pupil Premium Policy
- Calculations Policy/Procedures
- Behaviour Policy
- British Values Policy
- English Policy – Reading, Writing & Phonics

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors are linked to each subject area and meet regularly with subject leaders.

The Headteacher and Senior Leadership Team (SLT) are responsible for the day-to-day organisation of the curriculum and for monitoring teaching and learning. The Headteacher and SLT monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

Name/Signature of Governor: Wendy Griffiths

Name/Signature of Headteacher: Simon Minter

Date: Sept 17

Review date: July 18