Cheddon Fitzpaine Church School

Successful Learning Policy

1. ## INTRODUCTION

At Cheddon Fitzpaine Church School, we recognise the value of developing in our pupils the attitudes and skills that will enable them to become successful learners. We recognise that children learn in different ways and that this should be taken into consideration when planning lessons. We believe that appropriate teaching and learning experiences will prepare children for the next stage of their education and ultimately produce happy, confident, enquiring young people who will make a positive contribution to society.

2. ## Aims

We believe it is important to:

- ensure that all children receive equal access to the curriculum;

- provide a relevant, balanced and diverse education;

- encourage children to become confident, independent, knowledgeable, enquiring and self-disciplined learners;

- foster a love of learning, supported through an appreciation of Christian values;

- develop children's self-respect and encourage respect for the ideas, attitudes, values and feelings of others;

- provide opportunities for children to co-operate and build positive relationships with others;

- enable children to understand their community and help them feel valued as part of our community.

- provide learning experiences that are supported by Christian values.

3. ## Teaching and learning

Learning will be most effective when:

- Lessons provide challenge and support

- Pupils are engaged in their own learning

- Lessons have clear phases

- Assessment for Learning strategies are used

- Pupils have high self- esteem

- Pupils understand the purpose of the learning and make connections with their own learning

- Success criteria are explicit and models are provided

- Learning is active and collaborative

- Independent learning and thinking is facilitated and encouraged

- There are opportunities for creativity utilising different learning styles

- Pupils can self assess, know what they need to do to improve and are able to set appropriate targets

- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Summary of good lessons will look like:

Lessons have clear phases

(starter-objectives-demonstrations-engagement-plenary)

- A starter provides a clear and purposeful start to the lesson.

- Lesson Objectives are well structured and are related to learning outcomes. They are conveyed to the pupils.

- Pupils are clear how the lesson fits into the unit of work.

- Activities are timed and clearly extend pupil understanding.

- A plenary activity effectively reviews the learning from the lesson and sets the scene for future learning.

- Pupils have made good progress by the end of the lesson.

Share how to get better

- Assessment criteria are explicitly communicated to pupils.

- The teacher uses prior and current attainment to plan and drive the lesson.

- Most pupils and the teacher are clear about their performance targets.

- Teacher encourages all pupils to assess the success of their own and others' work.

- Verbal feedback is helpful and suggests ways to improve. Praise is a key feature in the lesson.

- Assessment of pupils' work is regular and consistent. It makes a good contribution to their progress.

Lessons provide challenge and support

- Support staff are provided with a framework for supporting and challenging individuals/groups of pupils and they are clear about their role

- Work is closely tailored to the capabilities of different groups of learners so that all can succeed and make good progress
- A range of learning styles are evident
- Teaching methods are properly matched to the needs of the pupils.
- Teachers challenge stereotypical views.
- Teaching is well informed, confident, engaging and and precise

Pupils are engaged in their own learning

- Pupils work well independently
- Pupils are confident, willing learners who can identify their progress towards meeting the learning outcomes and sustain their concentration and effort throughout the lesson
- Pupils show good respect and learn effectively from their collaboration
- Pupils show good attitudes to their work and enjoy what they do
- Homework tasks are set regularly and enhance pupils' understanding.
- Records are thorough.
- Questioning/discussion work is used to aid understanding and techniques are used to engage most pupils.
- Behaviour is normally good and any inappropriate behaviour is managed effectively.

4. Target setting and tracking

To ensure that the expected rate of progress is being made, the progress of individual pupils is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures, including teacher assessment and test results, comparing progress and attainment against individual and national benchmarks. Strengths and areas for development are identified and used to inform planning and to implement intervention programmes where appropriate. Data is collected on a regular basis and is shared with both staff and pupils.

Pupil progress is tracked using School Pupil Tracker Online.

Pupil Progress Meetings are held with the Headteacher and members of the Senior Leadership Team each term, to identify strengths and weaknesses in pupil performance.

Parents/carers receive regular updates on their child's progress, so that they can provide support/encouragement as appropriate.

Monitoring of pupil progress is carried out by the Senior Leadership Team and subject leaders, through lesson observations, pupil interviews, and scrutiny of data, books and planning.

5. Assessment

We know that learners learn best when they:

- Know why they are learning (know what the 'big picture' is);

- Understand clearly what they are learning (have learning objectives);

- Know what they are trying to achieve (be made aware of expectations);

- Know how well they are doing and what they need to do to reach their target (have constructive feedback);

- Are involved in their learning at every stage.

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Cheddon Fitzpaine School. Regular continuous assessment is central to teaching and learning practice, including the EYFS Early Learning Goals.

Assessment for Learning (AfL) is fundamental to our formative assessment procedures. Planning is based on knowledge of pupil's attainments and their strengths and weaknesses. Work is tailored to the range of pupil's needs using accurate, focused assessment, in order that all can achieve.

A range of AfL strategies are used in the classroom. These include:

- Helping children see the 'big picture' (sharing with the children how each learning step leads towards the end result)

- Making learning objectives explicit and sharing these with the pupils. (Pupils should record the learning objective at the start of each lesson, e.g.   , and work should be marked with the learning objective in mind).

- Engaging pupils in their learning and giving immediate feedback on their progress. (Marking should be regular and up to date. It will include strategies such as '2 stars and a wish').

- Success criteria which is drawn up by the pupils and teacher. (The success criteria will be "how we know we have achieved the learning objective").

- Self- and peer-assessment based on the learning objectives and success criteria ('2 stars and a wish' may be used).

- Focused marking that identifies strengths and next steps for each child (see Marking Policy).

- Providing opportunities for children to reflect and review their work (making sure that children have time in every lesson to reflect on the comments in their work and to edit and do corrections).

- Developing children's understanding of the ways in which they learn (for example, whether they are visual, auditory or kinaesthetic learners).

- Displays and resources that the children can access, in order to meet their next steps.

In order to meet our children's needs, we carry out a range of both formative and summative assessment procedures, as follows.

Assessment procedures at Cheddon Fitzpaine Church School

Summative (periodic assessments)

- EYFS Profile
- SATs end of KS1 and KS2
- Optional tests Y3, 4 and 5 (May)
- P-scale Assessments (June and December)
- End-of-unit assessments in R.E. and Science
- End-of-unit write
- Maths end-of-unit pupil self assessment tasks (may be adapted)
- APP reading (ongoing)
- APP writing (periodic)
- APP maths (periodic – number focus)
- Read Write Inc Assessments (initial and at the end of each term)
- Salford X reading
- SPAR/Young's spelling
- 'Letters and Sounds' phonic phases (KS1 on entry to school and ongoing until completion of Phase 6).
- 'Letters and Sounds' phonic phases (½ termly)
- 'Letters and Sounds' high frequency words (½ termly)

Formative (AfL) – the following happen on a daily (or regular) basis

- Questioning
- Marking (against learning objective and/ or success criteria) with constructive feedback – may be used for this purpose
- Verbal feedback
- Pupil self- and peer-assessment (against learning objective and/or success criteria)
- Target work (practice and assessment of)

- IEP programmes

These formative assessment tasks may be carried out by any adult working with pupils, as well as the pupils themselves during Literacy, Numeracy and Guided Reading sessions. Planning will then be adapted.

SEN Screening / Assessments: (These diagnostic assessments may be used with individuals in order to identify appropriate interventions)

- Baseline Motor assessment
- Boxall profile- Behaviour issues
- British Picture Vocabulary Scale Assessment
- Developmental Dyspraxia Assessment
- Dyslexia Portfolio
- Early Literacy test
- Letters and Sounds - Phonic Phase Assessments
- Letters and Sounds - High frequency words
- NARA II – reading assessment
- NfER reading/ comprehension 6-12 and 9-14
- NfER Non verbal assessment
- NfER Emotional Literacy
- Phonological Awareness Test: 5-9
- Phonological Assessment Battery
- P-scales – annually in June
- Salford X/Y reading tests
- SPAR spelling/reading tests
- Teaching Talking
- Wellcomm –speech and language (EYFS to Year 6 when needed)
- YARC reading assessment

Teaching and Learning: Roles and Responsibilities

Teaching staff

- Present lessons with clarity, enthusiasm and pace, ensuring timings are clear and adhered to

- Model activities and processes, making their thinking and decision-making explicit to pupils

- Make learning active by providing tasks which enable pupils to make meaning, construct knowledge and develop understanding skills

- Provide exemplar work as a model of expected outcome

- Provide appropriate levels of scaffolding to support pupils' learning

- Give constructive, positive feedback on work in progress

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy

Senior Leadership Team and Subject Leaders

- To provide support, training and resources for departments and individuals

- To monitor and evaluate the delivery and impact of the policy

Pupils

- To work positively within lessons to enable staff to implement the policy effectively

- To complete homework tasks

Parents and Carers

- To support the policy of the school, by providing support for pupils at home