

St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO  *THE BEST THAT I CAN BE*



Teaching, Learning & Assessment Policy

Revised: February 2019

Reviewed and ratified by Full Academy Trust:

Date: 6/3/2019

Signed: 

Name: A. X. TALLIS

Position: Chair of Education

Date of the next review: February 2021.

Our Mission Statement:

'The aim of St. Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.'

Statement of Intent

"The quality of a school system cannot exceed the quality of its teachers; the only way to improve outcomes is to improve the quality of teaching and learning".

Teaching is at the heart of everything we do and it must therefore be the best that we can do, rooted in a thorough understanding of how children learn best.

Aims

- That every teacher at least meets (and exceeds where possible) the teacher's standards (attached A)
- That every teacher contributes effectively to the school's ability to meet the Ofsted inspection criteria for good teaching, learning and assessment (as in the overview attached B)
- That every teacher fulfills the competency matrix based on Ofsted criteria 2016 (attached C)
- Notably that teachers:
 - foster children's self-esteem and motivation so that they become confident, resourceful and enquiring independent learners
 - have the highest expectations of children and encourage pride and determination in their work
 - develop in children the ability to communicate effectively and find positive ways to express themselves
 - help children to build positive relationships with others and develop the skills to work collaboratively
 - encourage in each child an understanding of and respect for all cultures
 - provide opportunities for children to develop spiritual awareness, and care for the world and people around them and beyond
 - help children grow into positive, reliable and responsible citizens, who understand their own rights and those of others, here and around the world and enable children to understand their community and help them to feel a valuable and valued part of it

Practice:

- The quality of teaching is judged on impact - the amount of learning that takes place. Judgements are made by looking at assessment data, pupils' work, lesson drop ins and talking to pupils to see what they know, whether they enjoy and understand their learning and how to improve it.
- There is no overall prescribed methodology, the overall aim is that pupils make good progress and enjoy their lessons and that teachers should adapt their methods according to the subject and skills being taught, drawing on their

previous experience. However, it is expected that teachers will take on board input through collective and individual CPD and comply with agreed whole staff approaches that result from this, including the school's agreed planning and marking presentation procedures.

- Assessment – teachers should evaluate their teaching on a day to day basis to inform next day's planning. (See planning checklist- attached D). Teachers should follow school guidelines on statutory and school summative assessment.
- Teachers should keep up to date with the latest research on effective pedagogy. Notably:
 - know that strong teacher subject knowledge is key and develop this
 - make effective use of feedback to ensure that pupils know what they need to do to improve and demonstrate improvement as a result of this feedback
 - ensure the learning environment is ordered, lessons are engaging and children feel safe to take risks with their learning
 - ensure there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Assessment for Learning

Current thinking about learning acknowledges that learners must also be responsible for their learning. Thus assessment for learning (AFL) must involve pupils, to provide them with information about how well they are doing and guide their subsequent efforts. Much of this information will come as feedback from the teacher.

This feedback is often through marking and verbal interaction with the learners by the teacher. This policy sets out the strategies that teachers at the Academy will use in the Assessment for Learning process.

The Academy Trust is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher, supported by senior staff to ensure the implementation of this policy and guidance. Teachers are required to follow the suggested strategies for assessment for learning.

- Formative assessment
- Specific shared learning objectives
- Success criteria that make it clear how the learning objective is to be achieved
- Modelling and explanation
- Questioning
- Feedback
- Self-assessment
- Peer assessment

Common Marking Policy

The staff of this Academy have come together to determine a common marking policy in order that children will come to understand a whole school approach to the recognition of their efforts. Our Academy will use a common set of symbols to enable children to understand that throughout their time at this Academy the purpose of marking is:

- to improve children's learning.
- to indicate to children what happens next - ensure progression;
- to check for standards, individually, and within the class;
- to determine whether a child can work within set time limits or targets

Marking needs to be a positive tool for encouragement - if a negative comment is necessary it needs to be followed up with a discussion between teacher and child.

Children need to know and understand the criteria within which marking will occur; with increasingly more complex demands, as children become older and more able.

Teachers should use their professional judgement when correcting spelling errors. However, non-negotiables need to be addressed at all times.

Teaching Assistants should write 'worked with TA', when working with a group or individual children and this will be marked by the class teacher. Where a TA is covering long term staff absence, pupils' learning will be marked/monitored by the phase leader.

Rewards

Children are rewarded with team points for good learning and good behaviour, and/or they will visit other classes to celebrate their learning. A celebratory learning assembly takes place once a week.

Reporting

End of year reports are sent to parents. Parents will be invited to discuss their child's progress with his/her teacher by appointment in the autumn and spring term. At any time a parent or teacher is concerned an appointment can be made.

Special Educational Needs

The identification and assessment of children with special educational needs is carried out both by the class teachers and the special needs co-ordinator and supported by outside agencies. It is the role of the Academy to ensure that the needs of the individual are accurately assessed and to see the appropriate measures to meet these needs are taken. Croydon's Bridging material may be used to assess pupils working below Year 1 standard. This may require modifications to the curriculum where all other strategies for individual support have been unsuccessful. Detailed and updated records are kept of strategies adopted and progress made. Success criteria can be used to simplify or extend a task which means learning can be personalised to the individual child.

Equal Opportunities

As an Academy we seek to constantly raise awareness of gender, race and disability issues. We are aware in making assessments of the presence of bias and gender and race issues. We try to make assessments as fair as possible with minimal bias. Please refer to the Equality Policy for more information.

How children's work will be marked at St Cyprian's Greek Orthodox Primary Academy

Marking should serve a single purpose, to advance pupil progress outcomes. The teacher will try to talk, where possible, to children about their daily work as it is taking place. All English and Mathematics will be marked on a daily basis. R.E and Topic learning needs to be marked weekly. Feedback will be written and when appropriate oral) to

encourage dialogue between teacher and pupil, to develop the self-assessment skills of learners as well as providing the next steps.

These are the symbols to be used:

English:

VF – verbal feedback + keyword relevant to child’s learning.

// - new paragraph

Sp - spelling

P- punctuation



Challenge - next steps (green pen questions or comment)

Mathematics:

VF – verbal feedback – keyword relevant to child’s learning



- correct answer

° - where the mistake has been made



Challenge - a next step question or a consolidation of current learning (Green pen question).

The teacher may write a comment or a question at the end of the work. This is for the child to read and act upon. When the work has been marked by a supply teacher they will also write their initials after the comment.

Children will be encouraged to ask their teacher if there is anything about their learning or the marking of the work that they do not understand.

The aspects of the marking policy that the year group/ key stage are using need to be translated into a poster positioned clearly in the classroom and shared regularly with the children.

Non-Negotiables- These must be marked alongside the lesson objective.

- **Keywords/HFW** relevant to each year group to be spelt correctly
- **Capital letters** to be used for proper nouns including days of the week, months, names of people and the names of Saints in the RE books
- **Numbers** to be formed correctly. All incorrect formation to be addressed

- **Letters** to be formed correctly. All incorrect formation to be addressed

Appendix A

PART 1 - TEACHING
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. PLAN AND TEACH WELL STRUCTURED LESSONS
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES
8(a) make a positive contribution to the wider life and ethos of the school
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8(c) deploy support staff effectively
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
8(e) communicate effectively with parents with regard to pupils' achievements and well-being
PART 2: PERSONAL & PROFESSIONAL CONDUCT
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
(c) showing tolerance of and respect for the rights of others
(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and

Appendix B

1. Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory

language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.

- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Appendix C

COMPETENCY MATRIX BASED ON OFSTED CRITERIA 2015					
Name of teacher	Evaluation term and date	Grades			
Competency	Relevant checklists to use for guidance	Observations & planning	Pupils' response	Work/ book scrutiny	Data
Promotes good progress and outcomes for pupils	Mastery				
Plans and teaches well structured lessons	Lesson planning Motivation & engagement Questioning & partner talk Mastery Use of time				
Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils.	Differentiation Mastery				
Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils	Classroom management Teaching assistants				
Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years					
Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well					
Pupils understand how to improve as a result of useful feedback, written or oral, from teachers	Effective feedback, Marking, Working walls				
Engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve	Communication with parents				
Equality of opportunity and recognition of diversity are promoted through teaching and learning	Learning environment				
English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning	Learning environment Classroom management				
Behaviour is effectively managed	Learning environment				
Overall grade (Do not aggregate- use weightings based on progress)		Overall grades			

Checklist Lesson Planning	
Name of teacher	
Essentials	
Clear learning objectives in the order in which they will be taught (allocating objectives to specific days too far in advance can be counter productive) -see WMG labels on www.suerogers.net	
Success criteria to match the learning objectives (see WMG labels on www.suerogers.net)	
Outline information about activities designed to deliver each of the learning objectives	
Details of explicit differentiated expectations in relation to different groups in the class -FSM, SEN, disabled, EAL, EMA, less able, more able	
The role of all adults involved in the activities	
Evaluation of learning to inform next day's teaching and interventions	
OPTIONAL (Bear in mind the need to inform cover teachers)	
Evaluation of previous learning/data analysis	
Structure of the lesson	
Details of activities	
Resources required for adults and for pupils	
Useful questions	
Possible misconceptions to anticipate	
Names of pupils in different groups highlighting particular needs	