



*What we do today, matters tomorrow*

*September 2023*

## **Stokes Wood Creative Teaching and Learning Policy**

### **Mission Statement**

Stokes Wood Primary School will personalise the learning journey of each child, supporting them to develop as a confident, independent learner who will achieve challenging aspirations and contribute widely to the society of the future.

We will celebrate each child as the valued and unique individual that he or she is and educate them within a caring, safe and inspiring environment, where they learn to respect themselves and others, and see themselves as a significant part of an effective team.

The partnership, voice and contributions of the wider Stokes Wood community is essential in securing children who will become well rounded, responsible, resilient, fulfilled and happy individuals.

**WHAT WE DO TODAY MATTERS TOMORROW  
AIMING HIGH TOGETHER  
BE INSPIRED**

### **Teaching and Learning**

The quality of learning is a most important aspect of our school. To ensure this, the children must have access to the most important contributing factor - quality teaching. In order to be effective when teaching, teachers should be given the opportunity to develop and apply the categories stated in the Professional Standards for Teachers.

[www.gov.uk/government/publications/teachers-standards](http://www.gov.uk/government/publications/teachers-standards)

Factors which contribute to effective teaching and learning include:

**Secure knowledge and understanding of the subject or area being taught.**

Effective teachers will:

- Share subject knowledge and expertise between members of the teaching and non-teaching staff.
- Be willing to seek appropriate help and guidance from school curriculum co-ordinators or other members of staff if their expertise is less secure in a particular subject, and be willing to share their expertise with other staff.

### **High expectations that challenge pupils and deepen their knowledge and understanding**

Decisions concerning the level of challenge of the teaching and activities are informed by teachers' knowledge of the pupils, the stage they have reached, prior learning and progress and their expected rate of progress. This knowledge will be gained from teacher assessment (see Assessment for Learning information).

### **Effective planning**

Good planning will:

- Take into account previous learning, knowledge and skills taught.
- Have clear learning objectives/outcomes which children are aware of or become aware of
- Take into account the different needs and abilities of the children
- Have continuity and progression
- Have clear objectives/outcomes for individual lessons
- Cater for differing abilities and interests: have appropriate expectations of pupils
- Use time efficiently to cover sufficient ground in the lesson
- Use assessment information
- Make **explicit links** with the previous lesson, other subjects and lessons taught in previous year groups
- Ensure that all subject skills progression is referred to during planning

### **Use of appropriate methods and organisational strategies that assist the aims of the lesson and meet the needs of the pupils.**

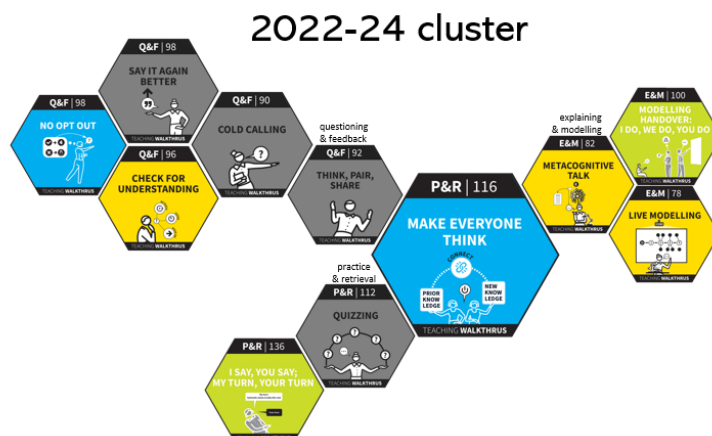
The choice of teaching methods and organisational strategies will be based on learning objectives, children's preferred learning styles, the number of pupils, their age, their attainment and behaviour, and available resources.

Rosenshine's 17 principals have been discussed and agreed when formulating our expectations for effective teaching.

- Begin a lesson with a short review of previous learning
- Present new material in small steps with student practice after each step.
- Limit the amount of material pupils receive at one time
- Give clear and detailed instructions and explanations
- Ask a large number of questions and check for understanding
- Provide a high level of active practice for all pupils.
- Guide pupils as they begin to practise
- Think aloud and model steps
- Provide models of worked out problems
- Ask pupils to explain what they have learned
- Check the responses of all pupils
- Provide systematic feedback and corrections
- Use more time to provide explanations
- Provide many examples
- Reteach material when necessary
- Prepare pupils for independent practice
- Monitor pupils when they begin independent practice.

In 2022, the senior leadership undertook CPD in instructional coaching to support all staff in implementing Tom Sherrington's Walk Thrus. Instructional coaching is a form of professional development that aims to improve teachers' practice and outcomes through deliberate practice. As a method of CPD, it has one of the strongest evidence bases for supporting educators to improve. It consists of bite-sized steps, targeted feedback and rehearsal which help the teachers

to make sustainable changes to their classroom practice. Additionally, it develops the mental models needed to use the new techniques accurately. The cluster of selected techniques has been built around ‘making everyone think’ – a central idea about learning in Willingham’s *Why Don’t Students Like School?* that *memory is the residue of thought*. The techniques implemented in 2022-23 predominantly focused on questioning and feedback: cold calling, think-pair-share, say it again better and practice and retrieving, ie. reviewing, quizzing. In 2023-24, we are consolidating the use of the above-mentioned techniques as well as implementing new ones: check for understanding, no opt out, I say – You say, explaining and modelling.



Ron Berger’s models of excellence and the importance of high expectations, requirement to critique and redraft through peer discussion to build confidence and pride in performance /outcomes have also been discussed and implemented. An excellent example of this can be found on the link below and is valuable for staff and pupils.

[Austin's Butterfly: Models, Critique, and Descriptive Feedback - Bing video](#)

### Teaching methods

- **Exposition and explanation** which is informative, lively and well structured
- **Questioning and discussion** which probes pupils’ knowledge and understanding, challenges their thinking and gives them opportunity to share their ideas with others
- **Practical activities** which are purposeful and which encourage pupils to reflect on what they are doing, what they have learned and how to improve their work
- **Investigations and problem–solving** activities should help pupils to apply and extend their learning
- **Effective modelling** gives children a structure on which to base their independent work
- **Repetition and recap** gives children opportunities for quick recall, revision of learning and to apply known facts in new situations

### Effective teaching:

- Sets clear learning objectives for the children, using planning effectively
- Makes use of the ‘plan, teach, assess, plan assessment’ cycle
- Have high expectations and challenge children to think above and beyond
- Make effective use of ICT as a teaching and learning tool
- Creates the correct climate/relationships for learning to take place
- Makes effective use of target setting
- Varies delivery
- Has a high expectation of behaviour
- Makes use of open and closed questioning
- Is aware of pace and transition

- Is sympathetic to individual needs
- Makes use of assessment to inform planning - formative, summative, statutory
- Allows reflection about own practice
- Values children's contributions
- Means being professional in all aspects
- Makes use of INSET and CPD training opportunities
- Makes marking meaningful
- Uses specific subject vocabulary
- Creates a positive relationship with pupils which encourages and motivates them
- Incorporates speaking and listening across the curriculum
- Ensures differentiation so that work is pitched correctly to the level of the children

**Ron Berger's theories have been discussed and agreed when formulating how we can ensure good learning.**

[Austin's Butterfly: Models, Critique, and Descriptive Feedback - Bing video](#)

**Good learning** takes place in a social context where something new is generated using existing understanding. The quality of communication between the teacher and the learner is essential for effective learning.

The following are contributing factors to good learning. Children must:

- Be motivated to learn
- Be interested in learning
- Be able to concentrate
- Be able to co-operate with others
- Be sensitive to the needs of others
- Be able to work productively
- Be able to understand how they learn

### **Key principles of guided group work in literacy and maths**

Guided work is:

- Integral to quality-first teaching
- Underpinned by effective assessment of children's learning with opportunities for ongoing assessment
- Purposeful grouping that is thoughtfully planned to suit the needs of the children – this must be flexible, depending on the focus of the session
- A very clear teacher/teaching assistant role supporting learning
- Clear feedback given to children on both focus of learning and progress made

Guided group work is **NOT** sitting with a group of children and supporting them whilst they get on with the main activity, although this can happen during a lesson.

In guided group work, children work with an adult who guides their learning through careful planning based on assessment. The children in the guided group may need to work on their targets or a concept that is not directly related to the rest of the lesson or what other children are doing.

This allows the teacher to fill any gaps in learning the children may have. Whilst the guided-group work is happening, the rest of the children should have work that is pitched at their level but at the same time challenges their thinking to allow them to get on independently. The work the ‘independent’ children are doing must not be a holding activity to keep them quiet. The remaining children in the class must have an understanding of guided group work and how it works within the classroom, and they must be told what is expected of them to allow the teacher to successfully work with the focus group.

The role of the adult in guided work is to question, teach, model strategies, challenge, observe and, most importantly, to assess for the purpose of informing future groups. The groupings will differ depending on the topic or focus of the session being taught and must always remain flexible to cater for what individual children need. The size of the group will also vary. Guided group work can take place in any group in school, regardless of size. The organisation of the teaching space needs to be carefully thought out to enable guided group work to be effective and manageable.

### Evidenced based best use of Teaching Assistants (Education Endowment Fund)

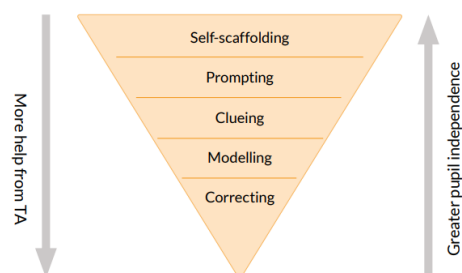
We continually aim to do the following:

- Improve the nature of TA talk to pupils to support the development of learning skills.
- Give the least amount of help first. Give the right level of challenge which is set by teacher and supported by TA.
- Provide ongoing training for TAs
- Provide time for communication between TA and teacher

Figure 1. TA teaching strategies that encourage and inhibit independent learning

Avoid	Encourage
x Prioritising task completion	✓ Pupils to be comfortable taking risks with their learning
x Not allowing pupils enough thinking and response time	✓ Providing the right amount of support at the right time
x ‘Stereo-teaching’ (repeating verbatim what the teacher says)	✓ Pupils retaining responsibility for their learning
x High use of closed questions	✓ Use of open ended questions
x Over-prompting and spoon-feeding	✓ Giving the least amount of help first to support pupils’ ownership of the task

Figure 2. Scaffolding framework for teaching assistant-pupil interactions



Monitoring of teaching and learning will be through:

- Audits of the learning environment
- Drop-ins
- Learning walks

- Lesson studies (team teaching)
- Lesson observations
- Instructional Coaching Programme
- Book scrutinies
- Planning scrutinies
- Pupil-progress tracking and meetings
- Pupil and teacher interviews
- Maths, reading and writing moderation meetings (department, whole-school, development group and city-wide)

(See Monitoring and Evaluation Cycle and Appraisal Policy)

### **The Principles of Assessment at Stokes Wood Primary School**

The governors and staff at Stokes Wood Primary School use an ongoing assessment process which is at the heart of teaching and learning. This process is fair, consistent and appropriate for the age and ability of each individual pupil. Assessment is carried out continually across all phases within the school to support pupils and their families to understand where each pupil is on their learning journey and to support each child, whatever their ability, in achieving their full potential. Assessment is a manageable process for staff.

#### **Pupils**

Pupils experience a range of assessment procedures which are used to give them an honest, open and transparent review of their learning. Additionally, assessment provides children with ambitious next steps in their learning, with challenging targets that are within the child's ability. Pupils have ownership of assessment procedures, with frequent and regular opportunities to discuss and review their progress with their teachers and to agree new targets. Pupil-teacher discussions celebrate the whole child and promote self-esteem for all pupils, whatever their ability. These discussions inspire greater effort and a recognition that hard work reaps well-deserved results. The targets and next steps discussed with pupils are qualitative rather than quantitative.

#### **Parents**

Parents have termly (and more frequent, if required) opportunities to discuss their child's progress, using evidence from the full range of assessment procedures used. Parents' evenings allow discussions about a child's progress on his or her learning journey and the next steps and support required to achieve the ambitious targets set. These discussions are on a qualitative level. Parent-teacher discussions celebrate the whole child and promote self-esteem for all pupils, whatever their ability. At parents' evening and at the end of each year, parents are informed about their child's progress and attainment compared with children of a similar age nationally.

#### **School**

Feedback to school leaders from assessments is used for the school's self-evaluation to develop school-improvement priorities, for staff performance management and for comparison with school performance nationally. This analysis is in the form of quantitative data. To do this fairly and accurately, the school uses internal and external professional moderation procedures to check judgements and standards. Staff keep themselves up to date with assessment procedures through continuous professional development. Using quantitative data from assessments, the school can be compared with others at a national level

## **Summative Assessment**

The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching.

It is recognised that it is only worth collecting data if it can be used to improve outcomes. For this reason, data will be collected and analysed in the second half of the summer term, will be reviewed at the beginning of the autumn term and collected again in the first half of the spring term. Targets for the end of the academic year for each pupil and groups of pupils will be set at the end of September. This recognises that pupils need time to make progress in their learning.

Formative assessment will be used to inform teaching and learning. It is recognised that there is no intrinsic value in recording formative assessment - what matters is that it is acted on.

Teachers will record information that demonstrated a pupil has achieved the next step in their learning.

Target Tracker is used at Stokes Wood to track progress. However, it is recognised that this is a tool and just one part of the assessment process used at the school. Evidence of pupil achievement is recorded using regular Rising Stars assessments in reading and maths, Maths Weekly Skills, Star Reader Tests from Accelerated reader, PM reading Benchmarking. (This is not a definitive list.) Further KS1 and Science assessments are being developed for the 2022-23 academic year.

Assessment at Stokes Wood is fully inclusive and applies to pupils with SEND.

Assessment is used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs, and any requirements for support and intervention. For pupils with recognised SEN and disabilities, assessment considers long-term wider outcomes, such as secondary education and everyday life skills. Assessment uses meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.

High expectations apply equally to pupils with SEN and disabilities, as to all other pupils. However, this accounts for the amount of effort the pupil puts in, as well as the outcomes achieved.

Assessment methods are adapted for some pupils with SEN and disabilities. Please refer to the SEND policy.

The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching. When considering how to collect and report summative assessment information, school leaders should ask themselves what uses the assessments are intended to support, what the quality of the assessment information will be and how much time it would take teachers.

## **Assessment for Learning (AfL) Formative Assessment**

Assessment for learning is integral to good teaching and learning. Assessment comes in the form of marking, questioning, observation, discussion, testing and outcomes. A combination of these procedures must be employed to ensure children have the best possible chance to progress. Utilising the assessment cycle (plan - differentiated, teach - using one or more teaching methods, assess - see above and set targets, plan - informed from assessment) on a regular basis will ensure that children's needs are continually being met. The assessment cycle will then inform the next stages of teaching and learning, as well as provide all children with the opportunity to reach their full potential.

Through vigorous assessment, marking and importantly feedback to pupils, teachers aim to make children understand what they need to do to improve their work and make progress.

## **Assessment and Moderation outside Stokes Wood Primary School**

Teachers will moderate in triads/4s of schools in the development group.

Procedure as follows:

- Head teachers and deputies meet, set out aims, timeline and outcomes
- Outcomes: meetings take place, work is moderated, feedback given back at school, confident staff, clarity, consistency, knowledge and agreement of standards of pupils working at age-related expectations, sharing of good practice
- All year-group teachers attend termly moderation for reading, writing and maths. Teachers are released for half-days to look at work
- Staff take ownership of the process and organise next meeting dates
- EYFS staff choose three children to observe, talk and then discuss the judgements made
- All year groups produce moderated exemplars, including reading videos
- Collect evidence for a child working at age-related expectations for each year group. Several pieces of work evidence a child working at that standard. Remember, a child working at 'Working Towards' will have different things missing from another child working at 'Working Towards'.
- SLT meet and moderate Working Towards Standard (WTS), working at Age-Related Expectation (ARE) and working at Greater Depth within the expected Standard (GDS) for each year group.
- Questions: how many pupils working at age-related expectations? How well is our school performing? How do we know? How have we quality assured? Does this match with lessons and books? What about vulnerable groups?
- For example, 50% Year 3 were working at ARE last year, now 75% Year 4 working at ARE.
- Increase percentage working at ARE.
- Target setting: percentage at ARE in July for one year should be at least percentage at ARE in July for the next year. It should be greater if school is adding value. What are the reasons for any increase or decrease in pupils achieving ARE?

## **Moderation Leads**

At least one teacher in each moderation triad of school will be a trained moderator and will receive refresher training as appropriate.

## **Progress Meetings and Target Setting**

Department leaders will:

- Look at boy/girl gender gap. Look at disadvantaged/advantaged pupil gap. Look at other groups such as SEND or EAL. Is there a gap? Is there a need for more ambitious targets? What actions/interventions are needed?
- Look at percentage of your year group who are at ARE. What percentage were at ARE last year? How can we ensure this improves this year?



- Calculate how much progress is needed for children to make at least expected progress/close the gap between present attainment and ARE
- Predict percentage of pupils who will achieve ARE at the end of the year and percentage who will surpass ARE
- Predict percentage who will achieve ARE in Reading, Writing and Maths (RWM)

SLT will:

- Analyse data
- Advise on any unrealistic predictions
- Offer advice and support where relevant

The policy will be reviewed as required. **Please note: this is a working document. Assessment procedures are constantly being reviewed to ensure maximum impact on pupil outcomes and minimum impact on teacher workload.**