

Teaching, Learning and Assessment Policy February 2020

Vision and Values

'A cord of three strands is not easily broken' Ecclesiastes 4:12

The Trinity Partnership embodies the strength and unity of three schools working as one. The Trinity Partnership aims to engage across schools, churches and communities, working in partnership with DEMAT, governors, parents and school leaders to ensure that life is lived in all its fullness as unique children of God.

Aims

At the Trinity Partnership, we have a clear vision and belief that learning will equip our children for their future. We aim to do this through:

- Valuing every child
- Nurturing holistically
- Growing and learning together in partnership

Every child is valued, supported and challenged to achieve their very best outcomes within and outside of the curriculum. In a village school environment, staff get to know the children well, developing positive relationships in an enabling environment.

Curriculum

Intent

Our school curriculum is intended to:

- Ensure teachers develop pupils' reading, writing and vocabulary across the curriculum in all subjects.
- Ensure all pupils are taught all programmes of study from the national curriculum.
- Provide opportunities beyond the national curriculum to develop high aspirations, knowledge and cultural capital across and beyond the curriculum and lifelong learning skills
- Provide a planned sequence of learning to ensure pupils make strong progress and are ready for the next stage of their education.

Reading is the cornerstone of the school curriculum at The Trinity Partnership.

- At least 30 minutes per day is allocated to the teaching of reading including phonics (KS1) and whole class reading (KS2).
- The curriculum overview features a selected fiction and non-fiction text for each class, per half term. These texts are shared and taught to pupils explicitly, as well as

being used to support cross-curricular learning. The texts are celebrated and displayed to promote a love of reading.

- Appropriate and challenging vocabulary is taught and used across the curriculum.
- Opportunities for cross curricular writing are provided across the curriculum.

Implementation

At the Trinity Partnership, strong curriculum leadership and consistently good teaching are expected to ensure pupils have the opportunity to develop and retain knowledge and skills across the curriculum and to be well equipped for the future. Subjects are led across The Trinity Partnership.

Curriculum Leaders will:

- Understand the rationale for what is taught and why in their subjects
- Ensure programmes of study are taught all pupils
- Understand, through monitoring and assessment information, the strengths and areas for improvement in their subject
- Support teachers and other adults with continuing professional development, including subject knowledge, in their subjects

Teachers should ensure:

Trinity Partnership Teaching and Learning Essentials

- Planning is sequenced and informed by previous learning, covering the whole curriculum.
- Learning objectives are recorded for each piece of learning and clear success criteria identified.
- All adults monitor pupil outcomes and provide feedback during lessons. Teaching is responsive, and lessons include in the moment marking, verbal feedback, pupil editing, pupil corrections and challenge.
- Marking and feedback identifies next steps and opportunities for pupils to respond are given.
- Pupils respond to marking and feedback using purple pen.
- Pace of the lesson enables learning from the start of the lesson.
- Working walls for English and Maths are established with current learning and are used within lessons by adults and pupils.
- High expectations for quality, quantity and presentation are consistent across all lessons, including handwriting.

Impact

- All pupils should achieve well from their starting points across the curriculum.
- Pupils should be motivated, embrace challenge, and grow into life-long learners.
- Pupils should be ready for their next stage of education, including transition to secondary school.

Marking and Feedback

The purpose of all marking and feedback at The Trinity Partnership is to enable progress.

Verbal Feedback

Teachers and teaching assistants should provide verbal feedback throughout lessons, including monitoring the quality and quantity of work, identifying and addressing misconceptions and providing further challenge, including to higher attaining pupils.

Written Feedback (marking)

In addition to providing verbal feedback, teachers and teaching assistant should regularly enable further progress through annotating, identifying misconceptions and providing further challenge through written comments, corrections and annotations (using green pen). Teachers may need to carry out marking outside of lesson time if there was not sufficient time to provide individual feedback during the lesson. Teachers may use marking codes to allow for more efficient use of time. In EYFS/ KS1, teachers should indicate if a piece of work was supported by an adult.

Responding to Marking and Feedback

Pupils in KS1 and KS2 should regularly carry out corrections, editing and improving and extension work in response to marking and feedback (using purple pen to evidence progress) within and outside of the lesson.

Inclusion

The schools within the Trinity Partnership are inclusive and this underpins our approach to developing relationships with children, families, staff and governors. All children are welcomed and are valued for the unique set of abilities and experiences they bring to our schools. We celebrate difference and strive to nurture and learn about every child to enable them to grow and learn from each other.

Special Educational Needs

The SEN Code of Practice states: *'All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove*

barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'

Teachers and Teaching Assistants are expected to have high expectations for all pupils, including those with special educational needs and disabilities at all times. The school's SEN information report is updated at least yearly by the SENCO which can be found on the Trinity Partnership website. Staff are supported by the SENCO to 'Assess, Plan, Do, Review' provision for individuals that is additional to, or different from, those without SEND.

Pupil Premium

The SENCO is responsible for the strategic deployment of resources to enable teachers to plan provision for disadvantaged pupils, eligible for Pupil Premium funding. This is reviewed in light of outcomes from the previous year. These documents are published on the Trinity Partnership website.

Summative Assessment

Teacher assessment is used to track pupils' attainment throughout the year. Attainment for each pupil is recorded using Pupil Asset.

'Point in Time' assessment is used to identify pupils' expected attainment outcomes at the end of the academic year, based on evidence of progress up to the current point in the year.

Assessments are recorded half termly for reading writing and mathematics, termly in science, and annually in all subjects.

Testing is used to triangulate and inform teaching assessments. Testing is carried out once per term in reading comprehension (NFER) and mathematics (White Rose). Pupils in Year 2 and Year 6 are given opportunities to practise past SATs papers.

National Assessments

The following statutory national assessments are carried out in the summer term:

- Reception: EYFS teacher assessments
- Year 1: Phonics Screening (retakes in Year 2)
- Year 2: KS1 assessments in Reading, Writing and Mathematics (SATs)
- Year 4: Multiplication Tables Check
- Year 6: KS2 assessments in Reading, Writing and Mathematics (SATs)

Monitoring

Monitoring and developmental feedback is carried out regularly by the Senior Leadership Team (SLT), including lesson observations and work scrutiny every half term.

Subject Leaders are given opportunities to support staff and monitor subjects, including curriculum coverage, work scrutiny, pupil voice, learning environments and lesson drop-ins.