



The Colleton Primary School **Learning, Teaching and Assessment Policy**

At The Colleton we believe that learning, teaching and assessment are inextricably linked. They are interdependent activities, which do not exist in isolation of each other. This policy identifies what we believe are the key principles which underpin teaching, learning and assessment at The Colleton School. It deals with why we subscribe to these principles and how they are carried out in practice. The details of how they are carried out are not exhaustive but merely a guide to the types of activities used.

Central to our thinking is the knowledge that everyone in the school is on some level a teacher and everyone is a learner. At The Colleton we are very aware that the learning experiences in school extend far beyond planned lesson time. Everything seen, heard and encountered around school becomes part of the learning experience. The same is true for teaching. All the time we are in school we are teaching, in our interactions with each other in the behaviours we model. The narrow sphere of planned 'academic' activity constitutes only part of the learning, teaching and assessment that takes place in school and it is with that in mind that this Learning, Teaching and Assessment policy has been created.

Aims

It is our aim to develop caring, successful, happy, well-motivated, well-balanced, confident people, who are ready to move on to their next challenge with the building blocks in place to lead a successful life. Our aims are:

- to foster excellent relationships between all members of our community, including families and the wider school community. We endeavour to develop positive interactions and relationships with others in order to create a good environment for learning. It is our belief that people learn best when they are happy and confident.
- to create an environment where people feel secure and aware of boundaries.
- to empower people to take risks, ask questions, hypothesise ideas and experiment.
- to provide a pleasant, attractive environment, which is conducive to good teaching and learning.
- to ensure that people's basic physiological needs are met in order to facilitate good learning.
- to be aware of the different learning needs of others and to foster the development of different learning styles.
- to offer a range of different teaching styles in order to capture interest and enthusiasm and facilitate access to learning.
- to develop a sense of responsibility for their own learning within all members of the school community.

- to promote individualised learning which takes into account the needs of all learners.
- for all members of the school community to develop a positive attitude towards themselves, their abilities and the abilities of others.
- for everyone to develop a level of self-awareness about how their brain works and their preferred learning styles.
- for assessment to inform the next steps in learning and teaching.
- to recognise that learning takes place all the time within school, not just during planned lessons.
- to promote high levels of self-esteem in order to facilitate good learning.
- to praise people and encourage them to make positive affirmations of their successes.
- to have high expectations of behaviour and performance at all times.
- to foster a lifelong love of learning.
- to be a learning school.

Effective Learning, Teaching and Assessment

Set out below are the key principles which underpin our practice and our approach to learning, teaching and assessment. We believe that by following these principles we will achieve the aims stated above.

Principles	Why?	How?
To create and sustain a positive and supportive climate at The Colleton. To ensure that psychological needs are being met.	Research shows that people are more receptive to learning if they feel safe, secure and happy.	Teachers will find their own ways of doing this. Ideas include: <ul style="list-style-type: none"> • Valuing • Celebration • Positive talk • Humour • Developing self-esteem • Praise • Environment attractive and well-organised • Taking responsibility for learning needs • Boundaries clearly established • Issues and problems dealt with promptly and effectively
The teacher makes explicit links between different subject areas. A cross-curricular approach is used when planning	This technique is used because it allows learners to make connections and develop their thinking skills. All learning is about seeking and securing connections. It allows learners to view 'the big picture'. It is an engaging and motivating way to learn.	Methods used: <ul style="list-style-type: none"> • Topic based approach • Planner • Blocking subjects together • Mind-mapping • Presenting the team with the plan for the term • Whole team/ school planning

<p>The learning is engaging, challenging and above all fun. Motivation is high.</p>	<p>We believe that enjoyment, challenge and engagement are the keys to motivation for learning. This enables us to meet a wide spectrum of needs and different learning styles</p>	<ul style="list-style-type: none"> • Cross curricular approach • Stepping off the ladder • Use of problem solving • Open-ended questioning • Hobby days • Curriculum days/ weeks • Circle time • Thinking outside the box • Risk taking
Principles	Why?	How?
<p>Teaching and learning is part of an experience shared by all in the school community. Everyone is a teacher and everyone is a learner.</p>	<p>We recognise the value of the contribution that everyone in the school community has to make to teaching, learning and assessment. We utilise all the members of the community to facilitate good learning.</p>	<p>A variety of different techniques are used. The most fundamental is working as a Team.</p> <ul style="list-style-type: none"> • Team teaching • Teaching assistants • Peer support/ coaching/assessment • Coaching • Mentoring strategies • Learning communities • Parent helpers • Visitors • Specialist teachers • Three way split • Vertically grouped classes • Mixed year group interaction e.g. Y6 + Y2
<p>High expectations of the performance of all members of the school community.</p>	<p>We believe that performance and expectation are strongly linked. High expectation equals high performance.</p>	<p>Techniques used include:</p> <ul style="list-style-type: none"> • Planner system promotes individualised learning at all levels • Agreed team code of conduct reviewed and reinforced regularly • Make expectations explicit • Developing a sense of responsibility for learning • Make success criteria explicit • Issues dealt with promptly and effectively • All in the school community contribute reinforcing expectations e.g. TAs, Support Staff
<p>As appropriate to use, a multi sensory approach, employing auditory,</p>	<p>Different people have different learning styles and in order for all children</p>	<p>A variety of strategies can be used, for example:</p> <ul style="list-style-type: none"> • Posters

visual and kinaesthetic techniques.	to access what is being taught it may be helpful to use a range of styles. The teaching style should be appropriate for the activity, and the children being taught.	<ul style="list-style-type: none"> • Word banks • Music • Kinaesthetic activities • Television/Interactive Whiteboard • ICT = internet • Discussion/Debate • Mind maps • Talk partners • Individual/group working
Principles	Why?	How?
The basic physiological needs of learners should be met.	Research from Maslow shows that if the body is concerned with its basic needs, higher level functions will not take place.	<p>A variety of different techniques will be used in conjunction with each other.</p> <ul style="list-style-type: none"> • Brain breaks/brain gym • Water bottles available and promoted • Healthy snacks • Movement • Visits to the toilet as needed • Temperature control of the environment • Ventilation • Selection of appropriate lighting
All members of the school community develop an understanding of how the brain functions.	<p>'Decade of the Brain' - recent research about the function of the brain, learning styles and multiple intelligences have had a huge influence to our role as a learning community.</p> <p>The members of the school community understand the way their brain functions, the more effectively learning will be facilitated.</p>	<ul style="list-style-type: none"> • Valuing different intelligences, and promoting self esteem • Utilising Visual, Auditory and Kinaesthetic styles to facilitate effective learning • Research, discussion and debate is used to contribute towards the school community's knowledge • Function of the brain part of discussion in teams, leading to better understanding of how an individual learns best • Review used to consolidate learning
<p>Assessment for learning (formative) is used to move the individual forward and inform the future teaching and learning to take place.</p> <p>Assessment of learning (summative) is a snapshot in time. It is used to inform about</p>	Effective learning will only occur if pupils are clear about what they know, understand and can do before new learning is introduced, and what they will know understand and be able to do afterwards.	<p>A wide variety of techniques are used.</p> <p>Formative</p> <ul style="list-style-type: none"> • Effective marking - targeted at the learning intention • Setting targets • Sharing goals • Self assessment • Planners • Concept mapping

progress and trends and inform future teaching and learning.		<ul style="list-style-type: none"> • Discussion/feedback • Peer assessment Summative (used to add to whole school data bank) <ul style="list-style-type: none"> • Termly assessments in core subjects • Foundation Stage assessment (ELG's) • Diagnostic testing for specific difficulties • Phonics screening • SATs optional/statutory • Standardised tests
Principles	Why?	How?
Learners are independent and self motivated, with a commitment to lifelong learning. Ownership of learning is expected.	The amount of knowledge in the world is estimated to double every 600 days. It is no longer enough to learn set groups of facts and skills. Everyone needs to be knowledgeable about how to learn and be motivated enough to continue to learn throughout their life.	A variety of different techniques is used Planners <ul style="list-style-type: none"> • Prioritising own activities • Stepping off the ladder • Choosing own areas of interest for research • Independent learning encouraged • Analysing learning styles – discussing techniques that will aid learning • Target setting

Reporting to parents

Our internal assessment of children's learning is based on next steps across the school using year group objectives. Progress is reported prior to parents evenings and through an annual school report.

Equal Opportunities/Inclusion

Our approach to learning, teaching and assessment in this policy is designed to meet the needs of the whole school community. It should be applicable to the adults and children, the gifted and talented and those with specific learning difficulties. For further detail please see our Equal Opportunities and SEN policies.

Continuing professional development

All members of staff receive regular and relevant CPD.

Responsibility: Curriculum Committee
Next Review: September 2021
Reviewed: Triennially
Ratified: 20th September 2018