



Barrow CEVC Primary School

Inspire, Create, Discover, Together



Teaching for Learning & Curriculum Policy *(Incorporating Assessment)*

Originated by:	Mrs H Ashe
Reviewed by:	Mrs H Ashe/Mrs L Smith
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National Teaching School
designated by



National College for
Teaching & Leadership

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1. Principles and Ethos

At Barrow Primary, we believe in a personalised approach to teaching and learning. We take our definition of this from the report of the 'Teaching and Learning in 2020 Review Group': "personalised learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils - and their parents - as partners in learning."

As a school, we believe in giving our children the opportunity to develop their full potential as confident, resilient, reciprocal, resourceful and reflective learners. We aspire to create optimum conditions for all children to be able to fulfil their full potential.

We believe children learn best when...

- they feel happy, safe, secure, confident and valued
- their surroundings are lively, stimulating and interesting
- they have access to a range of appropriate resources
- they have entitlement and access to the full range of the curriculum irrespective of ability or disability, social background, culture or gender
- they have time to reflect and talk about their experiences
- they know they are making progress and are able to celebrate their achievements
- they have opportunities for practical, relevant exploration of ideas
- they are able to work collaboratively as well as independently
- they know what is expected of them and how they can improve and make progress
- they have opportunities to think critically and creatively
- they are encouraged to listen, watch, concentrate and question
- classroom activities provide appropriate challenges; matched to their individual needs
- learning is relevant to them and their lives in the wider community
- they experience enquiry-based learning
- their curiosity is celebrated and acted upon
- their efforts are valued
- learning is enjoyable and challenging

2. Our Curriculum Intent

Everything starts with the child and how we as professionals can craft a learning environment for them which nurtures their mind, body and soul to develop a happy, healthy and well-rounded citizen of the world – a child who can live and enjoy life to the full.

Our curriculum provision has been developed with a clear intent to:

- Provide a broad and balanced programme of study that meets the needs of all of our children.
- Enable all of our children to make progress in their learning and achieve their full potential
- Support the acquisition of knowledge and vocabulary
- Promote good behaviour and safety
- Support children's spiritual, moral, social and cultural development

3. A Knowledge-based Curriculum

To support these aims, the curriculum in each year group at Barrow is taught through six exciting half termly topics. Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and purposeful play. The statutory National Curriculum is taught across Key Stages 1 and 2.

Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum inspired by current research on how memory works, to ensure that children are taught in a way in which they can remember the content in future years. We make use of knowledge organisers (which are sent home half termly) to ensure children know exactly which information is expected to be learned over the course of their topic.

One of our central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to because they know a great deal about the world and 'interested' in finding out more. We understand that knowledge is 'sticky', in other words, the more pupils know the easier it is for them to know more.

4. Our Curriculum Drivers

We also believe that our children deserve and need us to provide more than just the National Curriculum. Life has so much more to offer and our children have so much more to learn and experience. With this in mind we worked to prioritise the things we wanted our children to experience during their time with us. We have, therefore, developed a set of 'drivers' for our curriculum which we believe support us in meeting the needs of our pupils. Our curriculum drivers relate to:

- the needs of our children here at Barrow
- the needs of our wider community
- the values of our school
- the location of our school

Our curriculum drivers are **Identity, Connection, Legacy, Adventure, Imagination and Possibility**. Our school drivers are at the heart of each topic and the themes develop coherently throughout the school year. We use these drivers alongside our values programme to underpin the development work we undertake in all areas of school life and to ensure that our curriculum offer is enriched and personalised to our children and their families.

5. Our Pedagogical Approach

We have designed our curriculum to ensure coherence and connectivity so that knowledge, skills and concepts are introduced, built on over time, revisited and assessed. We believe that a well-connected curriculum will enable our children to grow intellectually, spiritually and emotionally. It will enable them to become increasingly knowledgeable and make sense of complex concepts that might otherwise be taught in isolation.

Our curriculum is built on four stages of pedagogy based on both research and experience. We call them the four cornerstones:

Engage: We hook learners with a memorable experience which provides a context for learning. We believe in asking questions to find out the children's interests and spark their curiosity using interesting questions and starting points.

Develop: We believe in teaching the children facts and information which enables deeper understanding and knowledge. We provide creative opportunities for making and doing and allow time for consolidation.

Innovate: We provide our children with imaginative scenarios and encourage creative thinking enabling children to apply preciously learned skills. We encourage enterprise and independent thinking and provide opportunities for collaborative working and problem solving.

Express: We develop our environments to encourage reflective talk and create opportunities for shared evaluation. We always celebrate and share children's successes as well as identify next steps for learning.

6. Our Learning Environment

Because children learn best when they feel happy, safe and secure, confident and valued, there will be evidence in each learning environment of...

- a familiar routine
- high expectations
- praise
- inclusive practices
- considerate and supportive behaviour
- respect for others, for resources and our environment
- talking and listening to adults and each other
- increasing independence and responsibility
- increasing responsibilities for children
- a caring attitude
- tasks they can succeed in and learn from
- positive attitudes towards taking risks and learning from mistakes

Because children learn best when their surroundings are lively and interesting, there will be evidence in and around each learning environment of:

- adopting a range of teaching tools and strategies to enable effective learning
- stimulating displays reflecting a range of interests and curriculum areas
- children's work being valued and celebrated
- interactive displays and 'working walls'
- well-ordered and planned spaces that are effectively resourced
- a wide variety of engaging activities
- children being given time to talk about their own interests
- well-resourced and accessible spaces including areas for reading etc.

7. A Mindset for Learning

Learning is a life-long activity, but we don't all know how to do this. Teaching the *skills* of thinking and learning is an essential element of our teaching. Staff should ensure a rigorous approach to creating the learning journeys for students, using;

- personalised high challenge
- skilled and probing questioning
- simple, clear explanations and modelling
- inspiring moments created with a passion for learning

At Barrow School, we promote a 'growth mindset' in order to foster a positive attitude to learning. This is achieved by embedding a 'can do' attitude into the teaching and learning in our school. Opportunities are taken by all teachers to reinforce the mantra that we aim high and that failure and mistakes are positive experiences in the learning process.

8. Our Teaching for Learning Philosophy

We believe - and know from research - that people learn in a range of different ways. At Barrow Primary, we adopt a variety of approaches to enable children to benefit from a rich and varied learning environment. This allows children to use and develop their skills and abilities to enable them to reach their full potential.

Through our teaching, we aim to offer a balanced, broadly-based curriculum which:

- enables children to become confident, resourceful, enquiring and independent lifelong learners and effective communicators
- encourages children to be self-motivated and responsive
- fosters children's self-esteem and help them build positive relationships with other people
- encourages a healthy lifestyle
- develops children's self-respect and encourage children to respect the ideas, attitudes, beliefs, values and feelings of others
- shows respect for all cultures and beliefs and in so doing, promotes positive attitudes towards other people
- enables children to understand the local and global community and help them feel valued as part of these communities
- helps children grow into reliable, independent and positive citizens for the 21st century
- ensures each child has equal access to the National Curriculum and other learning opportunities offered by the school
- recognises, values and develops the full potential and talents of each child

8.1 Our Teaching and Learning Approach

We are committed to delivering a broad and balanced curriculum that not only ensures that all children are literate and numerate, achieving high standards in basic skills, but that also embeds these into a cross-curricular approach, where transferable skills are used in relevant and meaningful ways. To achieve this, some parts of the curriculum are taught explicitly and discretely, to be used later through short or longer term topic work structured in a variety of ways.

Because children learn best when they are able to work collaboratively as well as independently, there will be evidence in the classroom of:

- individual and collaborative work
- time allowed for children to consolidate and extend their own learning
- flexible groupings related to the task in hand – mixed, set, ability, peer grouping, preferred learning style

We encourage children to be effective learners; to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

We believe that school is not the only place where children learn and that teachers are not the only people who can help children's learning to develop. Therefore use of visits, visitors and the wider community as well as the outside environment of the school will all be used as part of children's learning.

Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

Effective teaching

Effective teaching facilitates effective learning. When teaching, we focus on inspiring and motivating the children to learn. We aim to build upon their skills, knowledge and understanding of the curriculum.

In order that effective teaching can take place, there are a number of 'ingredients' that we feel are needed. Whilst it is impossible to include all of these elements in every lesson, we believe that our lessons must contain a number of these listed below, taking into account the age and abilities of the children:

- A clear learning objective shared with the children both visually and verbally
- High expectations of standards of learning behaviour and levels of work
- Success criteria so that children know when they have achieved and how to improve
- A clear link to previous and future learning (a learning 'flight path')
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- A purposeful, cohesive and well-prepared plan using agreed standardised format
- Appropriate challenge for all children setting aspirational targets and planning pitched for good progress
- Teacher/TA modelling
- Good questioning, challenging children's thinking
- Interaction between teacher and pupils and between children as peer-learners
- Effective pace and high levels of engagement
- Appropriately and readily resourced
- Appropriate and timely interventions
- Enthusiastic delivery
- Fun, enjoyment and challenge
- Involvement of all the children
- Elements of visual, auditory and kinaesthetic approaches (VAK.)
- An effective mix of instructing, telling, explaining, questioning, demonstrating, investigating, reviewing and evaluating

9. Curriculum Coverage

Our curriculum is skills and knowledge based and wherever possible cross-curricular, with timetabling reflecting this.

We have developed intended curriculum coverage and intended progression documents for each subject areas from Years 1-6 as well as a Gap Analysis for each subject area so that teachers can ensure curriculum coverage. For every year group, we also have developed Curriculum overviews where the whole year is mapped out.

In the Foundation Stage, learning is planned within the framework of the *Early Years Foundation Stage* guidelines, and is largely play-based. However, there will be some areas of the Primary Curriculum that will need to be taught discretely to ensure full coverage of National Curriculum requirements and promote effective learning.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

9.2 Teaching tools and strategies:

These are some of the tools and strategies teachers use to engage pupils in learning.

- Effective deployment of other adults
- Consistently high quality marking and feedback in line with policy
- ICT including Interactive whiteboard technology and ipads
- Thematic cross-curricular work
- Learning Styles including V A K
- Creativity
- Philosophy and a range of thinking skills
- First hand experiences e.g.: trips, visits and visitors
- Research projects
- Home learning and family learning tasks and projects
- Extended school opportunities

9.3 Communication between teaching staff and Shared Practice

A key element to the successful teaching at Barrow school is a strong culture for CPD and shared practice. Staff meetings are allocated to CPD, allowing subject leaders and teachers with specific areas of expertise to share innovations and best practice. A half termly 'Teaching and Learning Bulletin' is shared with all teaching staff, allowing the school to be 'up to date' with new ideas and trial new developments and teaching approaches as a whole team.

10. Assessment

At the heart of teaching for learning at Barrow School, is the effective use of assessment *within* and *between* lessons to inform planning and teaching. Formative and summative assessment, which is tracked, monitored and evaluated, feeds into our planning, where learners' needs are matched against the planned curriculum through effective differentiation. Each teacher/ practitioner is responsible for ongoing assessment of every child, to ensure that the planned curriculum is serving individual needs.

At Barrow, we have a strong emphasis on AFL, utilising a range of strategies and classroom tools to understand children's progress and to help children understand their own progress. Use of peer and self-assessment is always a key feature of our lessons so that children have an ownership and understanding of their progress.

Structured support and intervention strategies will be used to target identified groups of children, to enable them to meet set targets and to develop special skills and talents. Teachers will work co-operatively, alongside teaching assistants, to ensure such support is used efficiently and effectively.

If a child has a specific need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with specific needs. If a child displays signs of having such needs, the procedure we follow is clearly defined in our SEN Policy statement.

10.1 The purpose of assessment

The purposes of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children understand what they need to do next to improve their work
- to identify and support SEN children
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to ensure a consistent approach in judging children's attainment
- to encourage teacher reflection as to the appropriateness of teaching styles employed
- to assist in evaluating the success of curriculum delivery
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

10.2 Planning for assessment

We include in our lesson planning, time for giving verbal feedback to children and for children to respond to written feedback. Assessment questions are also featured within teachers' lesson plans in order to ensure that children's learning is continually assessed during each session. Children are given the opportunity to self and peer-assess their own learning.

Statutory assessment for Year 2 will take place by the end of May each year. Other internal standardised testing will take place in each class throughout the year. These assessments, in conjunction with teacher judgements of children's classwork, are used at three

main points in the year, called 'assessment windows' to judge pupils' overall attainment and progress (See 5.3 below).

10.3 Recording of Assessment and The 'Barrow Assessment System' (BAS)

In response to the National Curriculum, Barrow Primary School has produced a bespoke, markbook system for assessment, tracking and analysis of pupil progress and attainment. This system is based on a comprehensive set of 'in-year' objectives for each core subject within each year group. This allows staff to assess pupils' abilities to meet 'age expectation' standard by the end of every academic year.

Learning objectives used in lessons are based on those in the markbook system, which in turn have been taken from the National Curriculum. It follows that assessment of pupils against these objectives gives a clear picture of whether they have met age expectation at each assessment window and by the end of the year.

10.4 Target Setting

At Barrow School, we appreciate the impact of setting clear targets that are collaborated on and shared with the children. Children are familiar with their key targets in writing and maths through the use of assessment objectives, which are placed in the front of their exercise books and are visible in every lesson. Marking and feedback often refers to these targets in order that pupils are aware of their own progress towards meeting them. These are also referred to on each lessons learning intention slip so that children and adults can see which objectives they are focusing on within each lesson.

Analysis of class data on the BAS, shows the key areas for improvement for each pupil; flagging up specific objectives that they need to work on. These objectives can be included on the target flaps as appropriate. In addition, BAS data allows members of the school's SLT and individual teachers to identify children at risk of not meeting their end-of-year target. This data informs planning and allows teachers to target those children through accelerated progress groups and interventions.

10.5 Marking and Feedback

Marking and feedback forms an important part of the teaching and learning model at Barrow. A set of marking codes is clearly displayed in each classroom and followed by teachers and teaching assistants. Children in years 2, 3 and 4 respond to feedback using purple pen, with 'purple pen time' often built into the weekly timetable. Children are able to self and peer mark their own work or that of a partner against the success criteria of a given lesson through the use of learning intention/success criteria slips. These systems create are designed to create an ongoing written dialogue between teacher and pupil, which runs through exercise books. This, in turn, keeps pupils in touch with their own progress and areas for improvement, as well as informing the teacher's overall assessment of the pupil.

Our school operates a 'distance marking' system, with a series of coded stamps and shorthand marking appearing in children's books (**Appendix 1**). Children understand the meaning of these codes and are able to respond to marking accordingly. Teachers keep track on a separate proforma (**Appendix 2**) of children's abilities to meet a given objective. This, in turn, forms a key piece of evidence when BAS assessment windows come around.

11 Monitoring Effectiveness

The Governing Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. The governing body is kept fully informed about subject monitoring and associated curriculum development through the termly Headteacher's Report to Governors.

This curriculum statement is subject to regular consideration and review to ensure it is a true statement of intent for the curriculum delivered at Barrow Primary.

11.1 Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support effective teaching strategies by effective recruitment and retention of staff
- allocate all appropriate resources effectively
- ensure that the school buildings and premises are well equipped and best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from the head teacher in the termly report to governors.

11.2 The role of parents

At Barrow, we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding parents' curriculum sessions and workshops to explain our school strategies for teaching across the curriculum
- sending information to parents at the start of each term (Knowledge Organisers) in which we outline the topics that the children will be studying during that term at school. These detail what we would like the children to know by heart by the end of the topic
- providing details of upcoming topics so that parents may contribute resources and ideas to the planning where they have relevant expertise or experiences to share.
- providing written reports annually to parents in which we explain the progress made by each child and indicate how the child can improve further
- providing parents with behaviour guidelines so that they can support our behaviour policy
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- holding termly parent and child consultation evenings
- informal regular communication

- operating an ‘open-door’ policy where parents are encouraged to seek support as and when appropriate
- offering appointments with our school’s Parent Support Adviser as appropriate and/or if requested
- including a ‘parent contribution box’ on home learning logs, which give parents an opportunity to contribute to planning with ideas and resources.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- fulfil the requirements set out in our home/school agreement.
- ensure that their child has the best attendance record possible
- proactively communicate with school and inform staff if there are matters outside of school that are likely to affect a child’s performance or behaviour at school
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- promote a positive attitude towards school and learning in general

This policy is reviewed annually and updated as required.

Signed
Governor

Signed
Headteacher

Dated

Reviewed: Autumn 2019
 Next Review: Autumn 2020

What do those things in my book mean?

			
Well done! You have met the learning intention for this lesson!	This work has been checked by your teacher.	You will be in your teacher's purple star group next time.	Great job! You have met one of your flap targets.
			
You have a next step or extra challenge to complete in purple pen.	Don't forget your finger spaces!	You have met success criteria number 4.	Oops! You misspelled a high frequency word
			
An adult has spoken to you about your work.	Read again and see if it makes sense.	Well done. You used a growth mindset here.	This word isn't needed.

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Home Learning Policy							
2. Aim(s) of the policy or practice being assessed:							
At Barrow, we define “home learning” as any work or activity that pupils are asked to do outside of lesson time, either on their own or with parents or carers. The work may be set by teachers or parents or generated by the pupil themselves							
3. Type of policy or practice being assessed:							
Existing				Proposed			
✓							
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Lucy Smith				Lucy Smith			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
✓	✓	✓	✓	✓	✓		
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is ‘yes’ or ‘not sure’.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is ‘no’ or ‘not sure’.</i>							
<i>Any adverse impacts are explored in Part B :- the Full Impact Assessment below.</i>							

Part B :- FULL EIA

1. Identify the aims of the policy and how it is implemented.

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2. Assessment of impact (with regard to protected characteristics)

Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation
Age			
Disability			
Gender			
Gender identity			
Pregnancy or maternity			
Race			
Religion or belief			
Sexual orientation			

3. Monitor for adverse impact in the future

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-
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4. Publication of results of the impact assessment

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Part C :- EIA ACTION PLAN

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications
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