



**St PAUL'S (C OF E) PRIMARY SCHOOL**



**Teaching, Learning and Assessment Strategy**  
**FAITH –HOPE – LOVE**

**Reviewed                      December 2022**

**Next Review                    December 2024**

## *Vision*

*'We arise, shine and become what God wants us to be'*

*NIV. "Arise, shine, for your light has come, and the glory of the LORD rises upon you. See, darkness covers the earth and thick darkness is over the peoples, but the LORD rises upon you and his glory appears over you. Nations will come to your light, and kings to the brightness of your dawn. (Isiah 60)*

## *Values*

*Our values are informed by the values central to Christianity.*

*They are: Faith, Hope and Love*

St Paul's C of E Primary School's Teaching, Learning and Assessment Policy is firmly based on the Christian vision and values of the school.

The policy below exemplifies how these will be translated into practice and how they link in to the everyday workings of the school. It is based on the fundamental belief that, given the appropriate conditions, all children can learn. In order to promote effective learning and teaching, there must be a consistent whole school approach and common high expectations.

The aims of this policy are to set out the aims and purposes of Teaching, Learning and Assessment in this school.

We are currently developing a new curriculum which is broad, balanced and focused on our school, the surrounding areas, our country and other countries around the world. We are excited about the opportunity to develop a curriculum model which reflects our pupils, our school and our geographic location in the heart of London. We will review this policy regularly to ensure it reflects our school year on year. Our curriculum is developing and strengthening - as is our school.

## **Our Curriculum Model**

Here at St Paul's C of E Church Primary School, we aim to continue to put a high priority on the quality teaching and learning. We have agreed as a staff and as a community to develop a curriculum model based on the National Curriculum and with a focus on our pupils and our community. There will also be a focus on our key priorities from our recent Ofsted report to ensure that the curriculum is well planned and builds pupils' knowledge and understanding over time and that teaching is matched to pupils' needs and supports them to make good gains in their skills and knowledge in all curriculum subjects.

## **Our curriculum intent**

At Paul's C of E Primary our intention is that our curriculum extends opportunity, raises aspiration to those of all backgrounds and beliefs, opens our children's eyes to the world

beyond their immediate environment and enables our children to live happy, healthy and productive lives.

At the heart of this we believe in the *power of reading* broadening the mind, of *language acquisition* broadening opportunity and that our children need to know how to *keep themselves safe* and well.

Our curriculum is focused on the development of children's knowledge and skills across all primary subjects with the aim of ensuring pupils are ready for the next stage of their learning. Our families are key partners in developing their children's knowledge and we are grateful to all our families who support their child's learning. We are a reflective school and continually strive to improve our teaching and learning offer in the school.

## **Core**

Our core subjects of RE, Maths and English (including phonics, reading, writing and spelling) are given a high priority. Pupils work discretely in these subjects and we aim to give a great deal of curriculum time to these subjects. There are set times for all classes to teach English, Reading, Maths and phonics in EYFS and KS1. We assess these subjects regularly to ensure our pupils are in line or narrowing the gap with National Averages. We work closely with various consultants and other schools to ensure we give the best quality learning experiences for all our pupils. In addition to statutory Core subjects, we believe that PE and sporting tournaments should have a significant value in our school. We closely monitor the use and impact of Sports' Premium and give a significant amount of curriculum time to the subject including via extra-curricular clubs.

## **Religious Education (RE)**

In RE we intend for lessons to help our children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. As well as to ensure all our pupils learn about and learn from religion, so as to appreciate and celebrate the diverse world in which they live. We want to enable our children to become aware of their own beliefs and values and have a positive attitude to the search for meanings and purpose in life.

## **English**

We want our children to leave primary school as confident and skilled readers, writers, listeners and communicators. This journey begins in the Early Years and continues through to Year 6.

### Reading

We believe early reading is the basis of success and therefore strive to ensure that all children are equipped with secure phonetic knowledge and the ability to blend and decode words in order for them to become fluent readers by the end of Key Stage One. We want our children to be life-long readers, who engage in a wide range of books for both information and pleasure. Children have regular access to our school library and enjoy reading for pleasure sessions alongside our reading lessons.

### Writing

We use a text-based approach to engage learners, using high quality texts chosen to offer opportunities for children to ask questions, develop empathy and explore cultures beyond their immediate environment, with cross-curricular links are made wherever possible. Throughout a teaching sequence, children are able to develop speaking and listening skills through drama, discussion and debate.

In both reading and writing, we strive to develop children's vocabulary so that by the time they leave Year 6 the limited word hoard they began school with will have been vastly expanded.

## **Maths**

We aim to develop confident mathematicians who can recall mathematical facts quickly and apply them in a variety of different contexts. We have identified the importance of reasoning and applying in our curriculum, and we provide daily opportunities for the children to apply their maths skills in unfamiliar contexts. Our curriculum is coherently structured and sequenced and effectively built on year on year. We want to ignite curiosity and prepare our children well for the next stages of their education. We are committed to ensuring that children develop a positive and enthusiastic attitude towards mathematics that will stay with them for life.

## **Science**

The intent of our Science curriculum is to spark children's curiosity through the use of practical activities and experiments. We strive to provide children with meaningful, first hand experiences which contribute to our whole school focus on active learning and where possible, use trips, outdoor activities and visitors to extend Science beyond the classroom and make links to real life. We celebrate a diverse range of scientists and expose our children to a rich level of scientific vocabulary, explicitly teaching this to develop confident scientists and to contribute greatly to our whole school focus on language acquisition.

## **Computing**

We want our children to be able to do jobs that may not yet exist linked to how quickly technology moves. Through our comprehensive computing programme, the children learn widely about online safety and various aspect of computing including coding. Links are made to other subjects where appropriate and specific skills are built on year on year.

## **Capital and Culture**

The intent of our Capital and Culture curriculum is to develop children's fascination about the world, both current and past, from their own locality to the wonders of the wider world. We adopt a thematic approach, creating a balanced, progressive blend of both History and Geography skills/knowledge, logically sequenced across a unit. Where possible, we form cross curricular links with Art, DT and Music to further engage learners and support them with retaining information. Our Capital and Culture curriculum celebrates our diverse community, draws in on different cultures, celebrates differences, involves our parents and develops a mutual sense of cultural respect, which is built upon further through our Well-Being teaching and contributes to our whole school focus on keeping safe and well.

## **Well-Being**

Health and Wellbeing is the key to our children being successful in all areas of life and as such we place great importance on this area of the curriculum. We want to develop the qualities and attributes children need to thrive as individuals and members of society and

play an active, positive and successful role in today's diverse society. We want our children to be aware of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. We also want to enable our children to understand and develop healthy relationships, both now and in their future lives, through our Relationships and Sex Education, thereby promoting their spiritual, moral, cultural and physical development.

## **Assessment**

Our policy fully adopts 'life beyond levels', to use end of year expectations and to fully adhere to all DfE regulations regarding statutory testing and moderations.

Data is collected for all children at least termly, with more regular collection of phonics phases in KS1. This data is collected using a combination of learning observations in EYFS, tests in Reading and Maths from Year 1-6, book work and knowledge of the child. These all inform the Teacher Assessment that is recorded on the school tracker termly, with an emphasis on test results for most children. Assessments across Reading, Writing and Maths are moderated at least once a term both internally and with other schools to ensure they are accurate.

The school uses the Southwark Tracking and Assessment Record (STAR) tracking points to show where a child is against the National Curriculum Statements from Nursery through to Year 6. These range from 13 tracking points = 30-50 months emerging to 36 tracking points = Year 6 secure. Each statement is worth one point.

There is an expectation that the majority of children will make at least expected progress over the academic year. Expected progress is 1 point per term, so children should make at least 3 tracking points progress in each year group. A few children, who may have SEND, may not make expected progress if there are cognitive barriers to this. The Inclusion Team will identify these children and ensure that the progress they make is shown in other ways.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons. Marking should reflect this on an ongoing basis.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve. There should be evidence of self and peer assessment in books as and when is appropriate.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve. This should include informal feedback at the beginning and end of the day or at formal Parent Meetings 3 times a year.

### **In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are

supported to achieve sufficient progress and attainment. This work is undertaken at least termly and is often shared through termly Pupil Progress meetings and half termly inclusion meetings.

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching. For the termly testing this includes a question level analysis of Reading and Maths papers to ensure and identified gaps in learning are covered at a later date for individuals, groups or classes as needed.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve. Marking and self or peer evaluation should show clear evidence of this.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period. A child's progress and attainment measures should be shared at termly Parent Conferences. Where progress has been minimal the class teacher should share the strengths but also some areas for development, in order for the child to improve their amount of progress.

Termly data is submitted for all 7 areas of learning in the EYFS and for Reading, Writing and Maths from Year 1 and up. Phonics data for EYFS and KS1 is collected at least half termly.

This data is collated using a combination of Learning Observations in EYFS, tests in Reading and Maths from Year 1-6, book work and knowledge of the child. These all inform the Teacher Assessment that is recorded on the school tracker termly. There is an emphasis on test results for Reading and Maths in Year 1-6 and most children's termly assessment will be based on this. Assessments across Reading, Writing and Maths are moderated at least once a term both internally and with other schools to ensure that they are accurate.

Pupil progress meetings are held every term with at least 2 members of the SLT and the class teacher. The aim of these meetings are to identify children who are falling or have fallen behind and plan appropriate strategies to ensure this gap narrows, one of these strategies may be interventions which are planned and monitored by the Inclusion Lead and the Inclusion Team. Children who are working at ARE (Age Related Expectations) or above ARE are also discussed in these meetings to ensure they are making at least expected progress. Children who are on, or being considered for, the SEN register are discussed in pupil progress meetings with SLT and in half termly Inclusion meetings with the Inclusion Lead. In Inclusion meetings targets are discussed and reviewed from Edukey as well as strategies for progress for the individual child. Inclusion support is offered as a drop in or invitation, also by the Inclusion Lead.

The school uses the PIRA termly Reading tests and the White Rose Maths end of term tests for Year 1 and Year 3-5. In the Summer term Year 3-5 use Testbase end of year tests for Reading and Maths. Year 2 and Year 6 use past SATS paper for all tests.

Data is analysed in a range of ways for the school to identify areas of strength and areas that need to be developed. This is done by the assessment lead (DHT) and the middle leaders. This information is shared with governors and staff at meetings at least once a term.

## **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context. Teachers are sent on training in key year groups (Reception, Year 2 and Year 6).
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally. This is shared on the school website.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

## APPENDIX 1 – NATIONAL CURRICULUM PROGRAMMES OF STUDY

English <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Maths <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Computing <https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Citizenship <https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

Design and Technology <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Art and Design <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Geography <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Languages <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PE <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Science <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

RSE and PSHE guidance

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/595828/170301\\_Policy\\_statement\\_PSHEv2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf)