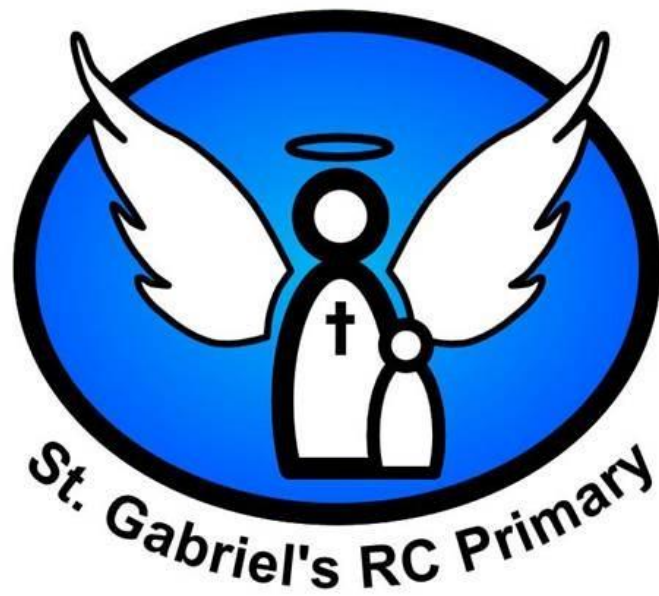




St Gabriel's RC Primary School

Teaching, Learning and Assessment Policy

Updated: February 2026

In God's Love: We Welcome



We Learn
We Grow
TOGETHER

Showing re**S**pect for everyone and everything

We are s**t**ronger, together,

Keeping the **G**ospel values in our hearts,

We are proud to be **a** part of a hard-working team.

Everyone a mem**b**er of God's family,

Progressing th**r**ough life, progressing through faith,

Walking **i**n Jesus' footsteps,

Learning for lif**e**, following our dreams.

We are al**l** unique, but all equal

Sharing God'**s** love through friendship and mutual respect.

Vision

Here at St Gabriel's, Jesus Christ is our role model. We promote the Gospel messages of love, tolerance, support, forgiveness and care. We believe that all children should be happy and safe. We recognise that whilst every person in our school is unique and special, we are all made in the image and likeness of God and we are all members of God's family.

Statement of Intent and Objectives

We acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies to allow our children to learn in the best way to suit them. At the heart of our curriculum is the recognition that every child is a unique individual and to ensure all children attain their full potential learning must be personalised to the child. Teaching and Learning is central to all we do, the quality of

teaching has the greatest impact on the attainment of children both now and in the future.

The purpose of this policy is to outline the teaching and learning policy within the school and link together these aspects to both marking and assessment.

The policy also outlines the interventions the school may take if the standard approaches to teaching and learning are not successful for every child.

Where the teaching approach should be varied for those children an area of Special Educational Need (SEN) may be identified and the Inclusion policy outlines the process that may be taken to ensure these needs are addressed within the context of teaching and learning.

The following policy objectives set by the Governors can be stated:

- To define the aims of teaching and learning throughout the school.
- To define what good teaching looks like, ensuring every child receives quality first teaching.
- To define what good learning looks like, setting expectations of children.
- To define the expectations for the learning environment and how this supports effective learning.
- To provide a clear statement of the principles and practice of effective teaching ensuring consistent standards, providing clear expectations of staff.
- To define how target setting is handled and how personalisation is achieved.
- To define the standard required for marking within the school, providing clear expectations of staff and children.
- To define the standards for assessment, both termly and fine progress, incorporating both formative, ongoing assessment and summative, end of unit testing.
- To define roles and responsibilities within the policy.
- To define what happens if a child fails to progress at an appropriate rate.

Aims

The aim of Teaching and Learning at school is that children:

- Enjoy their learning through experiencing success and by increasing their self-esteem.
- Become independent, confident learners who take increasing responsibility for their own learning.
- Become resilient, reflective, resourceful and reciprocal learners.
- Feel secure and comfortable in school.
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds and the ability to think and question, share ideas and work cooperatively.
- Recognise and develop their own personal skills to the best of their ability.
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression.
- Use language and number effectively, as a foundation for learning, and to feel confident in all areas of the curriculum.

- Develop an understanding of other beliefs, cultures and ways of the world.

Quality First Teaching at St Gabriel's RC Primary

We believe that teaching is most effective when learning is linked to pupils' prior skills, knowledge and understanding and to the concepts previously taught. To provide this consistently, our lessons begin and end with a connect and consolidate task. The central part of our lesson structure then allows a gradual transfer of independence to the learner.



Purpose	Retrieval Practice (previous curriculum taught)	Clear Purpose for Essential Learning	Guided Interactive Instruction	Productive and Purposeful Group Work and / or Independent Learning	Retrieval Practice from Lesson and / or Unit
Teacher	Review previous learning and where it links with previous curriculum taught	Live modelling (not necessarily completed before hand) External monologue 'Telling' pupils Explain, model and provide direct instruction Completes the learning aloud Direct TA	Share learning responsibility Strategic questioning for key pupils Use prompts, cues and scaffolds to facilitate understanding Check pupil understanding Give feedback Adapt instruction as necessary Ask questions Guided instruction as necessary	Withdraw scaffolds and supports to increase pupil independence, confidence and fluency Provide purposeful feedback to measure progress towards the LI Assist pupils as needed Guided instruction as necessary	Assess learning. Pick up on misconceptions. Share live feedback, praising in public.
Pupil	Review previous learning	Don't ask questions Actively listening Observe cognitive process to be successful in the lesson	Complete the learning with the teacher Add thinking and engage in steps with a high teacher presence Use models, scaffolds and examples Respond to questions asked Ask questions Share thinking Active and engaged / participation	Practise what they have observed and learnt (collaboratively or independently) High rate of success due to scaffolding, guidance and practice that has already occurred Full responsibility for learning	What have you learnt this lesson? OR End of unit assessment 1, 2, 3 review learning
TA	Enable focus on learning by reducing lesson administration demands i.e. writing the date Support identified children Supporting the children to remember Verbalising key words from previous learning Support oral rehearsal so children are more able to share ideas Work with individuals so ideas can be shared without shouting out	Used as a learning partner Modelling misconceptions Model learning behaviours and expectations Sit with identified individuals or groups and ensure children have understood the modelling Listen to teachers instructions as they are being given to children and then help apply those instructions. Focus and engage with teacher's instruction. Don't 'echo' teach – explain in a different way Provide visual prompts for understanding or focus Model questions and possible responses Observe who is and who isn't accessing learning	Provide a prompted start Support self talk and metacognition Sit with identified individuals or groups and ensure children have understood the modelling Listen to teacher's instructions as they are being given to children and then help apply those instructions Engage the children Use the same language and strategies as the class teacher Ensure equipment is used correctly to support learning Question to gauge level of understanding and progress Provide different or additional visuals and concrete resources Facilitate and model interactions with peers for children who struggle with social interactions	Sit with identified individuals or groups and understand children are able to complete the work independently as far as possible Position so the whole group can see TA Enable different ways of recording information (when appropriate)	N.B. last part of the lesson should focus on supporting children to finish learning Not be organisational i.e. tidying up / preparing for next lesson Focus on modelling, supporting and rehearsal of ideas Pick up on misconceptions Share success Offer emotional support / manage transitions

Throughout all stages we feel that effective teaching can be characterised by the following:

- Secure, up-to-date, relevant subject knowledge, resulting in the formation of accurate schema (and avoidance of misconceptions).
- A commitment to fidelity to the school's intended curriculum when forming and sharing long, medium and short term plans. These are consistent in the formats used and in use of progressive learning intentions.
- Provision of time at the start of each lesson to respond to effective marking. This is explained in more detail within the marking policy.
- A mastery approach which ensures *all* pupils are stretched and/ or scaffolded to achieve ambitious age-related curricular goals.
- Sharing of clear learning intentions that are target focussed (*by the end of the lesson you will know/ be able to...*) and explored through linked success criteria.
- Motivating and engaging learning sequences with vibrant hooks.
- Clear explanations that break down complex ideas into short chunks.
- An agreed implementation of Formative Assessment strategies that include (i) show me boards, (ii) multiple choice – hinge point – questioning, (iii) Think-Pair-Share, (iv) voting, (v) 1-2-3 self-assessment, (vi) Rally Coaching and (vii) question generation.
- Mid-lesson response to formative assessment strategies.
- Rigorous pace.
- Adaptive teaching and learning strategies as part of the application of agreed inclusion strategies for all areas of need.
- Consistent, positive and mutually respectful relationships and behaviour management that is in line with the school Policy.
- Opportunities for self-evaluation and reflection (in pupils and teacher).
- Positive encouragement and value given for/ to all contributions.
- A tidy, organised and relaxed yet purposeful learning environment.
- Marking, feedback and pupil action, in line with policy, that improves learning.
- Application of Rosenshine's Principles of Instruction:

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

- This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:
- research on how the brain acquires and uses new information
 - research on the classroom practices of those teachers whose students show the highest gains
 - findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Learning Intention Sheets

Learning intention sheets (see right) are used to draw the children's attention to (i) key learning intentions within units of work, (ii) core vocabulary, (iii) initial connect and (iv) final consolidate tasks. These sheets are used for any topic that isn't tracked electronically. Teachers assess the key Lis with a 1,2,3 code (with 3 being high).

Good Learning Behaviours

These behaviours are essential to good learning. The behaviours are actively promoted and praised in class and awards for each of the behaviours are given out on Fridays, during our awards assembly.

Y4 Music, Spring 1	
Learning Intentions By the end of the unit of work you will be able to... TA 1. Describe what they hear using a wider range of musical vocabulary (see progression map) 2. Understand the cultural and social meaning of lyrics 3. Use changes in pitch to express ideas 4. Recognise	
Key Vocabulary Planchant: a style of medieval vocal music. Fugue: (Right) a piece of music that begins with a single tune which is then repeated by other voices or instruments with small variations. Canon: An important or impressive thing that seems to be a symbol of something else. Mini: A distinct musical phrase. Traverse: 'travels' typically a piece with many fast notes. Notation: Music written as symbols, tabature or dots on a musical staff.	
Connect What does the Nursery rhyme 'Hot Cross Buns' have in common with 'Pancakes'?	Consolidate Write the note names underneath the following standard notation.

For My Journey I will need:



Food and drink to keep me
active and engaged.



First aid kit
in case we face
difficulties—
be **resilient!**



Binoculars so I can see the
wider world and **make links.**

A mobile phone
so I can
communicate
with others and
be
collaborative.



A passport because it's my journey
and I need to be **independent.**

Stay with us, Lord, on our journey.



Diocese of Exeter

The Learning Environment

We believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- **Be well organised, uncluttered, warm, comfortable and clean.**
- **Be safe and hazard free**, both emotionally and physically, in line with the school's Health & Safety and Behaviour policies.
- **Be welcoming and inviting to children and adults** by encouraging interaction and providing opportunities for good communication between home and school. It should reflect diversity.
- **Be stimulating and thought provoking** with the use of interactive displays and resources.
- **Support and challenge learning** by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of learning, including ICT. Also, by reminding children that they are working towards personal goals and targets in their learning.
- **Encourage co-operative and collaborative learning and good working relationships**, through the flexible use of space and the ability to adapt to whole class, group and individual learning.
- **Celebrate achievement and value effort** in display and presentation of children's current learning, helping to raise self-esteem & confidence.
- **Create a sense of pride** where children feel they belong.

Effective Teaching Roles and Responsibilities

Our Teachers will fulfil their responsibilities to Teaching and Learning in the following ways:

- Plan and deliver lessons that are appropriate and effective, in line with Performance Management Expectations, reflected by pay grade.
- Attend well and be punctual; ensure that they arrive in school in sufficient time to prepare for the day.
- Ensure that at the start of each half term classrooms are ready for the new theme, ensuring that display boards are changed in line with the display policy and that medium-term planning is ready to support the theme.
- Set classrooms up so that they are ready for teaching by 8:45am each day, including having all areas set up, resources available and TA deployed ready to support activities.
- Have planning available before the commencement of the working day on Monday of each week, and sharing this with TAs deployed within the class.
- Set appropriate personalised learning targets ensuring that lesson plans support the achievement of these targets for each and every child, ensuring that each child are aware of their target/next steps and is equipped to meet them.
- Monitor progress to ensure each child is making progress required.
- Assess barriers to learning for children, intervening when a child does not make the required progress and seeking assistance where interventions do not assist the child in overcoming these barriers.
- Promote standards within the classroom, setting an expectation for achievement and excellence of all learners.
- Arrange enrichments to the curriculum to support learning, such as Educational Visits.
- Self-evaluate own performance by reference to the Teacher Standards and the Ofsted Evaluation schedule, using this to improve practice.
- Be proactive in their own continued professional development, introducing new practices to enhance learning.
- Be supportive of colleagues' areas of development; work collaboratively during non-contact time ensuring the school improves.

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

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Make sure that the school buildings and premises are best used to support successful teaching and learning.
- 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 and ensure that areas for development in Teaching and Learning are addressed in an objective and efficient manner so as to minimise the impact on the children in their care.

- Monitor the effectiveness of the school's Teaching and Learning Policy through the school self-review processes as dictated in the SES planner, the Headteacher and external advisers as well as a review of the in-service training attended by staff.
- Monitor teaching strategies in the light of health and safety regulations.

We believe that parents have the responsibility to support their children and the school in implementing school policies. These are outlined in the Home School Agreement, but in summary we would like parents to:

- Have a positive attitude towards school and learning, supporting and working with school.
- Make sure that their child has the best attendance and punctuality record possible.
- Make sure that their child is equipped for school with the correct uniform and P.E. kit.
- Inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school.
- Attend progress meetings and parent conference appointments.
- Support the school's expectations with regard to behaviour and attitude.
- Ensure homework is completed and returned on time.
- Read with their child on a daily basis.
- Sign up to the school's Home School Agreement.

The Head provides a vital role in the monitoring of the standards of teaching described within this and the Performance Management Policy and the adherence to the National Teaching Standards. The Head,

- Ensures the rigorous monitoring of planning to ensure that Teaching and Learning is being continually appraised to ensure children progress.
- Will ensure a structured monitoring programme is carried out by the SLT, incorporating lesson observations, planning and work scrutiny and pupil interviews, to continually improve classroom practice.
- Provide feedback to staff on teaching and learning following formal and informal observations.
- Have informed management discussions with staff on areas of strengths and weaknesses in order to support staff in improving or in helping staff members recognise excellence and sharing this throughout the staff team.
- Investigate areas where children do not achieve as expected and assist in varying provision to address the barriers identified by the Class Teacher, as identified as part of the pupil progress and SEN review meeting process.
- Be responsible for Performance Management of all staff within school, using this process to develop staff and provide the highest standards of teaching and learning for all children.

Initial assessment of mid-year transfers into the school

It is important for any child entering school to be assessed as soon as possible so that they may have a rapid start on their learning journey within the school. Paperwork, including a transfer form from the transferring school

which details assessment data, SEN needs, attendance issues and behaviour traits, will be acquired where possible. It is important that this information is shared within school; a start date cannot be agreed without this information.

The School Administrator will be responsible for ensuring that all pupil data is entered onto the school MIS and that the transfer form is given to the Class Teacher, Pastoral Manager and Assessment Coordinator. Within a week of starting school, the Class Teacher must assess the child and then set appropriate targets. The teacher must ensure that Assessment Data is entered for the child to ensure that the correct End of Key Stage projection is made. If assistance is required with this then advice should be sought from the member of the SLT who is responsible for Assessment.

If, after a period of settling in, ongoing assessment shows cause for concern or if there is a previously documented SEN requirement then this should be raised at the next round of SEN reviews with the SENCO.

Initial assessment of transfers into Foundation Stage (Reception)

For Foundation Stage all children admitted to school should be assessed within 2 weeks of entering the school for reading, writing and maths. Data from nurseries should be used to provide an initial understanding of the child, but then the Early Learning Goals (ELG) should be used to assess what the child is able to do. Should a child be assessed as competent on all of the ELG's for a particular subject then they should be assessed against National Curriculum and set targets appropriate to their ability. This initial data screen should be used as the baseline assessment for the child. The Foundation Stage Baseline Assessment is completed by the end of September and submitted to the LA within their dictated time frame.

It is the school's policy to commence start dates of the children in small groups of up to 10, based on term of birth for 3 days. This allows a high pupil to teacher ratio which allows children to settle quickly and establish good routines, as well as providing time for highly focused assessment.

At this stage it is not anticipated that any child will be classified SEN status unless this has already been identified at Nursery. If this is the case, their status should be noted on the child record. It is the responsibility of the Class Teacher to speak with parents and pre-school setting and find out the reasons for this status. A child overview form should be completed and discussed at the first round of SEN reviews in the Autumn term. It is important that needs are identified as soon as possible so that appropriate provision can be put into place. The information gathered from this process will:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use assessment processes to identify any learning difficulties.

- Ensure ongoing observation and assessment provides regular feedback about the child's achievements and experience to form the basis for planning the next steps in the child's learning.
- Involve parents in implementing a joint learning approach at home.

Target setting, progress meetings and termly assessment

Children are set year-end targets based on their attainment in the previous Key Stage. Pupil progress meetings are conducted each term to discuss progress and any barriers to learning. Children are encouraged to meet targets through constant praise and encouragement.

Children are assessed termly in Reading, Writing and Maths.

Children are assessed in RE, Maths and Science at the end of each unit of work/topic.

Once completed, assessments are entered into Sonar by the Class Teacher.

The Assessment Coordinator will use the data entered into Sonar to produce tracking information and use this to inform the School Improvement process and also provide details on pupil progress and attainment to the Curriculum and Performance Improvement Committees.

Date for Review – February 2027