



# St. John's Church of England Voluntary Aided Primary School

## Teaching and Learning Policy

<b>Ratification Date:</b>		<b>Headteacher:</b> <b>Chair of Governors:</b>	<b>Mrs Carolyn Wilkinson</b> <b>Mrs Jean Watson</b>
<b>Reviewed:</b>		<b>Headteacher:</b> <b>Chair of Governors:</b>	<b>Mrs Carolyn Wilkinson</b> <b>Mrs Jean Watson</b>

### School Vision:

St John's Gosport Church of England Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

*John 10:10 – I came so that they may have life – life in all its fullness*

### Mission Statement:

At St John's Gosport Church of England Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

**Safeguarding** at St John's C of E Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

## **AIMS OF THE POLICY**

At St John's Primary School we are committed to creating a positive and effective learning environment that fosters student growth and achievement. Our teaching and learning policy is designed to provide a framework for our teachers to deliver high-quality instruction while incorporating metacognition, Tom Sherrington's Walk-thrus, and creating an optimal learning environment for all children.

This policy should be read in conjunction with our school policies.

## **PRINCIPLES OF TEACHING AND LEARNING**

### **Metacognition:**

Metacognition refers to the ability to think about one's own thinking processes. We believe that developing metacognitive skills is essential for children to become independent and lifelong learners. Our teaching and learning policy encourages the integration of metacognition strategies in the classroom. Teachers are encouraged to incorporate self-reflection, goal-setting, and self-assessment activities into their lessons to help children develop a deeper understanding of their learning processes and become active participants in their own education.

### **Tom Sherrington's Walkthrus:**

Tom Sherrington's Walkthrus provide a structured approach to teaching and learning that focuses on clear explanations, modeling, and deliberate practice. As part of our teaching and learning policy, teachers are encouraged to use Walkthrus as a guide to enhance instructional delivery. Walkthrus emphasize the importance of breaking down complex concepts into manageable steps, providing clear examples, and facilitating student engagement through interactive and scaffolded activities. By implementing Walkthrus, teachers can ensure that their lessons are well-structured, engaging, and accessible to all children.

### **Learning Environment:**

Creating an optimal learning environment is crucial for student success. Our teaching and learning policy emphasises the importance of fostering a positive and inclusive classroom climate. Teachers are encouraged to create a safe and supportive environment where children feel respected, valued, and motivated to learn. This includes promoting positive behaviour, encouraging active participation, and providing opportunities for collaborative learning. Additionally, our policy supports the use of technology and other resources to enhance learning experiences and cater to different learning styles and needs. Our classrooms are designed to create a sense of belonging for children and working walls are used to scaffold and support independent learning and to value the voice of children.

### **Metacognition?**

### **The Importance of Independence in Learning**

Independence is a crucial aspect of effective learning. When children are able to work independently, they take ownership of their learning journey and develop strategies for themselves. This not only leads to success in the classroom but also equips them with the skills necessary to face challenges beyond the

school environment. However, it is essential to dispel the misconception that independence is solely achieved by assigning tasks for children to complete on their own. Instead, independence is fostered through explicit modelling, teaching, and scaffolding.

## **The Seven-Step Model for Developing Independence**

The Seven-Step Model, outlined in the EEF Metacognition and Self-regulated Learning Guidance report, provides a comprehensive framework for teachers to support the development of children's independence.

### **Step 1: Activating Prior Knowledge**

The first step in fostering independence is to activate children's prior knowledge. By asking children about their past experiences and understanding of a particular topic, teachers can gauge their existing knowledge base. For instance, when introducing the concept of flashcards, teachers can ask children when they have used flashcards before and when they found them most useful. This step sets the foundation for children to recognize similarities and differences in their learning experiences and build upon their prior knowledge.

### **Step 2: Explicit Strategy Instruction**

Once children's prior knowledge is activated, teachers should provide explicit instruction on the strategies they will be using. This step involves breaking down the strategy into step-by-step instructions, ensuring children understand the purpose and effectiveness of the strategy. For example, when teaching children how to create and use flashcards, teachers can explain why this method is effective for retaining information and how it can be adapted to different subjects.

### **Step 3: Modelling of Learned Strategy**

Modelling is a powerful tool for teaching children how to apply the learned strategy effectively. Teachers can provide examples of completed flashcards, highlighting both effective and ineffective approaches. By sharing their own thought processes and demonstrating perseverance, resilience, and learning from mistakes, teachers can guide children in understanding the importance of thoughtful and intentional learning strategies. Children can observe and internalize these modelling experiences, facilitating their transition from dependence to independence.

### **Step 4: Memorization of Strategy**

To ensure children have grasped the instructions and concepts taught, teachers should check for understanding. This can be done by asking children to explain why one modelled flashcard is better than another or by having them summarize the strategy in their own words. By actively engaging with the material, children reinforce their understanding of the strategy and its application.

### **Step 5: Guided Practice**

Guided practice allows children to apply the strategy with some support and guidance from the teacher. Initially, teachers can provide partially completed flashcards or a list of key words for a specific topic. Children can then work individually or in pairs to fill in missing information or descriptors. This gradual release of responsibility empowers children to practice the strategy with scaffolding before moving towards independent practice.

## **Step 6: Independent Practice**

Once children have gained confidence and proficiency through guided practice, they are ready for independent practice. In this phase, children complete flashcards for a given topic on their own and engage in self-testing using the created cards. Teachers should encourage children to reflect on their level of motivation, accuracy, and overall learning experience during this independent practice. By fostering independence, children become more self-sufficient learners who can manage their own revision and learning processes effectively.

## **Step 7: Structured Reflection**

The final step in the seven-step model is structured reflection. Children should be given the opportunity to reflect on their learning experience, identify what went well, and consider what they would do differently in future practice. Teachers can facilitate this reflection by encouraging children to share and discuss their flashcards, highlighting different techniques such as colour coding or mnemonic devices. This reflection promotes metacognition by encouraging children to evaluate their own learning strategies and make improvements for future learning endeavours.

## High Participation Strategies

High participation strategies, as outlined in Tom Sherrington's WalkThrus, are a cornerstone of our teaching and learning policy. These evidence-informed techniques are designed to maximise pupil engagement and ensure that every learner is actively involved in the classroom experience. Strategies such as cold calling, think-pair-share, and mini whiteboard use allow teachers to gauge understanding in real time and adapt instruction responsively. Crucially, they promote equity by ensuring that all children's voices are heard and valued, not just the most confident or vocal. The consistent use of Walk-Thru strategies supports a culture of inclusion, high expectations, and reflective practice across the school. Some of the key strategies used at St John's are outlined below.

### Cold Calling



**ASK THE CLASS THE QUESTION**



**GIVE THINKING TIME**



**SELECT SOMEONE TO RESPOND**

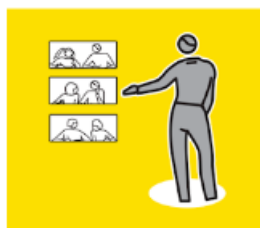


**RESPOND TO THE ANSWERS**



**SELECT ANOTHER STUDENT AND RESPOND AGAIN**

### Think, Pair, Share



**ESTABLISH TALK PARTNERS FOR EVERY STUDENT**



**SET THE QUESTION WITH A GOAL AND A TIMEFRAME**



**BUILD IN THINKING TIME**

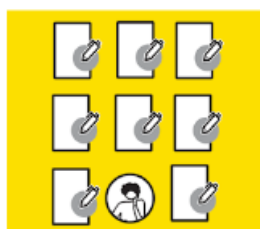


**CIRCULATE TO LISTEN AS PAIRS ARE TALKING**



**USE COLD CALL TO SAMPLE PAIRS' RESPONSES**

### Show Me Boards



**ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND**



**SET THE QUESTION WITH A GOAL AND A TIMEFRAME**



**BUILD IN THINKING TIME**



**SIGNAL: 3-2-1 AND SHOW ME**



**SAMPLE STUDENT RESPONSES AND FOLLOW UP**

## Check for Understanding


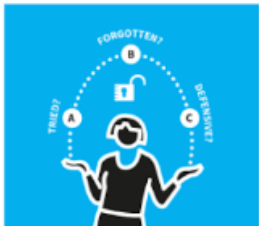



				
<b>COLD CALL, ASKING WHAT, NOT IF</b>	<b>PROBE WITH A SHORT DIALOGUE</b>	<b>FOLLOW-UP WITH MORE CHECKING DIALOGUES</b>	<b>EXPLORE DIFFERENCES AND DETAILS</b>	<b>RE-TEACH, DEFER OR MOVE ON</b>

## Say it Again Say it Better

				
<b>ASK A STUDENT A QUESTION</b>	<b>ACKNOWLEDGE THE FIRST RESPONSE</b>	<b>GIVE SUPPORTIVE FORMATIVE FEEDBACK</b>	<b>INVITE STUDENT TO "SAY IT AGAIN BETTER"</b>	<b>RESPOND TO THE IMPROVED RESPONSE</b>

## No Opt Out

NO OPT OUT
① ② ③ ④ ⑤

				
<b>ASK A QUESTION AND COLD CALL</b>	<b>EXPLORE 'DON'T KNOW' RESPONSES</b>	<b>PROVIDE THE CORRECT ANSWER</b>	<b>GO BACK AND CHECK FOR UNDERSTANDING</b>	<b>BREAK THE 'DON'T KNOW' DEFENSIVE HABIT</b>

## The importance of the "I Do, We Do, You Do" model at St John's and the educational research behind it

This instructional approach, also known as the gradual release of responsibility, provides a structured framework for guiding children from teacher-led instruction to independent practice. By gradually shifting the responsibility of learning from the teacher to the children, this model empowers children to become active participants in their own education.



### Understanding the "I Do, We Do, You Do" Model

The "I Do, We Do, You Do" teaching model, also referred to as guided practice, is a systematic approach to instruction that emphasizes the gradual release of responsibility from the teacher to the children. This model is based on the premise that children learn best when they are actively involved in the learning process and provided with appropriate support and scaffolding. The three phases of the model - "I Do," "We Do," and "You Do" - work in tandem to facilitate the acquisition of new knowledge and skills.

#### The "I Do" Phase

The "I Do" phase serves as the foundation of the teaching model. During this phase, the teacher takes on an active role in modelling and demonstrating the desired skills or concepts. By thinking aloud and explicitly explaining their thought processes, the teacher provides a clear and structured example for children to follow. This modelling phase is crucial as it helps children understand the steps involved, the reasoning behind them, and the expected outcomes.

In the "I Do" phase, teachers may employ various instructional strategies such as worked examples, visual aids, or multimedia presentations to enhance student comprehension. For instance, in a maths lesson, the teacher might solve a math problem step by step on the board, explaining each step and highlighting key strategies. In an English class, the teacher could model the process of writing a well-structured paragraph, discussing the purpose of each sentence and the use of appropriate vocabulary.

#### The "We Do" Phase

Following the "I Do" phase, the teaching model progresses to the "We Do" phase, also known as guided practice. In this stage, the teacher and children work collaboratively to apply the knowledge and skills demonstrated in the previous phase. The teacher serves as a facilitator, guiding children through the practice tasks and providing support as needed.

During the "We Do" phase, children have the opportunity to actively engage with the content and practice the newly acquired skills in a structured and supportive environment. This phase allows for immediate feedback, as the teacher can monitor children's progress, identify misconceptions, and provide corrective guidance.

Collaborative activities, such as group discussions, partner work, or problem-solving tasks, are effective strategies to foster peer interaction and shared learning during the "We Do" phase. By working together, children can reinforce their understanding, exchange ideas, and learn from one another's perspectives.

### **The "You Do" Phase**

The final phase of the "I Do, We Do, You Do" teaching model is the "You Do" phase, which focuses on independent practice. In this phase, children are encouraged to apply the knowledge and skills they have learned in a self-directed manner. The teacher takes on a supportive role, allowing children to work independently and take ownership of their learning.

During the "You Do" phase, children engage in tasks or assignments that require them to demonstrate their understanding and proficiency. This phase provides valuable opportunities for children to develop fluency, deepen their understanding, and build confidence in their abilities.

It is important to note that the "You Do" phase is not a one-time event but rather an ongoing process. Children may need multiple opportunities to practice and refine their skills before achieving mastery. The teacher remains available to provide guidance, clarification, and feedback as necessary, ensuring that children stay on track and continue to progress.

### **Provides Structured Support and Scaffolding**

One of the key strengths of the "I Do, We Do, You Do" model is its provision of structured support and scaffolding. The gradual release of responsibility ensures that children receive the necessary guidance and assistance at each stage of the learning process.

During the modelling phase, the teacher provides explicit instruction and demonstrates the desired skills or concepts. This step-by-step approach helps children understand the underlying processes and strategies involved. The guided practice phase allows for collaborative learning, where children receive support and feedback from both the teacher and their peers. This collective effort ensures that children can practice and apply their knowledge in a supportive environment.

As children progress to the independent practice phase, they have the opportunity to demonstrate their learning autonomously while still having access to support and resources. This gradual transition from teacher-led instruction to independent practice builds children's confidence and self-efficacy.

### **Promotes Critical Thinking and Problem-Solving Skills**

The "I Do, We Do, You Do" teaching model fosters the development of critical thinking and problem-solving skills. As children engage in the guided practice and independent practice phases, they are encouraged to think critically, analyse information, and apply their knowledge to solve problems.

Through collaborative activities in the guided practice phase, children learn to communicate their ideas, listen to different perspectives, and engage in meaningful discussions. These interactions promote higher-order thinking skills, such as evaluating evidence, making connections, and generating creative solutions.

In the independent practice phase, children have the opportunity to apply their critical thinking skills to real-world scenarios or authentic tasks. This application of knowledge in a self-directed manner strengthens their problem-solving abilities and prepares them for future challenges.

## **Implementing the "I Do, We Do, You Do" Model**

### **Planning and Preparation**

Effective implementation of the "I Do, We Do, You Do" model begins with careful planning and preparation. Teachers should consider the learning objectives, the appropriate level of difficulty, and the sequence of activities for each phase. Breaking down the content into manageable steps is crucial to ensure student comprehension and success.

During the planning phase, teachers can identify the specific skills or concepts that require modeling and determine the most effective instructional strategies for each phase. This may involve selecting appropriate examples, designing collaborative activities, and preparing formative assessments to gauge student understanding.

### **Modelling and Explicit Instruction**

In the "I Do" phase, teachers should provide explicit instruction and modeling to guide children's understanding. Consider incorporating various instructional techniques such as worked examples, visual aids, or multimedia presentations to cater to diverse learning styles.

When modelling, think aloud and explain your thought processes to make your thinking visible to children. Break down complex tasks into smaller steps, highlighting the key strategies and problem-solving approaches. Encourage children to ask questions, make connections, and actively engage with the content.

### **Guided Practice and Collaboration**

During the "We Do" phase, facilitate collaborative learning experiences that encourage active participation and peer interaction. Assign children to small groups or pairs to work on practice tasks together. Provide clear guidelines and expectations to ensure that all children actively contribute to the collaborative process.

As children engage in guided practice, circulate among the groups, offering guidance, feedback, and clarification as needed. Encourage children to explain their thinking, justify their choices, and support their peers. This collaborative environment promotes a sense of shared responsibility and collective learning.

### **Independent Practice and Reflection**

In the "You Do" phase, children transition to independent practice, where they apply their learning autonomously. Provide opportunities for children to practice the skills or concepts independently through assignments, projects, or real-world applications.

During independent practice, encourage children to reflect on their learning and monitor their progress. Provide self-assessment tools or rubrics that allow them to evaluate their performance and identify areas

for improvement. Offer constructive feedback and support as necessary to guide their growth and development.

## Task Adaptation and Individualised Support

Within the "I Do, We Do, You Do" model, it is crucial to address the diverse needs and abilities of children. Differentiate instruction by providing additional support or extension activities based on individual student needs. Offer flexible grouping strategies to accommodate different learning styles and preferences.

Monitor student progress closely and adjust instruction accordingly. Some children may require more scaffolding and guided practice before moving on to independent practice, while others may demonstrate readiness for more challenging tasks. Personalize the learning experience to ensure that all children are appropriately challenged and supported.

Teachers will use various scaffolds to support different needs. Backwards fading and the use of Widgeo visuals are two of the main ways learning is adapted. Pre and post teaching are used regularly to support groups of children as well as cut away groups and split inputs.

### St John's C of E Primary School Model of High-Quality Teaching and Learning 2025-2026

1. **Activate prior knowledge**- retrieval tasks and key questions
2. **I Do**- teacher models
3. **We Do**- Guided
4. **You Do**- Independent learning
5. **Adapted Learning**: pace, content, scaffolds, task, resources, extensions, challenge, outcome, cutaway groups, split in-puts, pre and post teaching.
6. **Use of high participation strategies**: Cold-calling, think, pair, share, show-me boards, scaffold verbal responses, agree, build, challenge- all children are valued and expected to think and engage
7. **AFL**-Adults continuously check for understanding and adapt the learning where needed through the lesson
8. **Learning Environment**- supports teaching, learning and independence and creates a sense of belonging for the children
9. **Structured Reflection**: self, peer, class, teacher assessments and marking and feedback
10. **Oracy to promote thinking**: agree, build, challenge, say it again and better, correct use of vocabulary

I Do, We Do and You Do is not always taught in this order and may not be the same for all children.



## **Implementation of these strategies at St John's**

Learning is the purpose of the whole school and is a shared commitment. At St John's Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- encourage children to follow our school Christian values of 'Love, Courage and Respect';
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

## **Roles and Responsibilities**

Teaching and learning is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;

- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings and clubs;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

## Planning

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration of SLT, and approved by governors.

At St John's Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE (Jigsaw and Six Strands) and RE.

Some schemes such as Kapow and Complete PE support teachers in their planning but these are adapted to meet the needs of the children at St John's.

Planning in year group teams takes place weekly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Year Group Long Term Curriculum Plan. Teachers also complete a half term overview listing all the objectives for each subject covered in that half term. This is shared to the website for parents to have access to also.

Subject leaders have a variety of roles. These include:

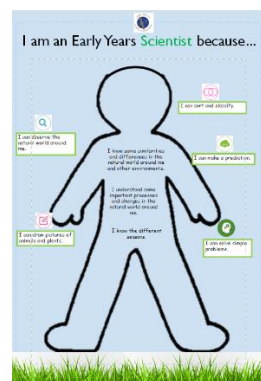
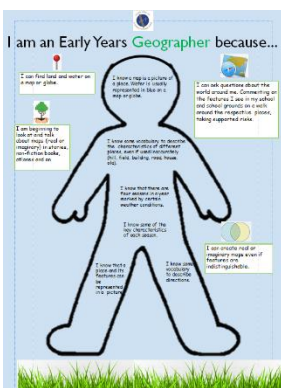
- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;

Teachers ensure breadth and balance to the curriculum

## Substantive and Disciplinary skills

In the primary curriculum, both substantive and disciplinary knowledge play vital roles in shaping pupils' understanding across subjects. Substantive knowledge refers to the core facts, concepts, and content that children learn—for example, key historical events or scientific processes. Disciplinary knowledge, on the other hand, focuses on how that subject works: the methods, thinking skills, and approaches used by experts in the field, such as historical enquiry or scientific investigation. Together, these elements help pupils not only to retain important information but also to think critically, ask meaningful questions, and develop a deeper understanding of how knowledge is constructed and applied. Embedding both types of knowledge ensures a rich, balanced curriculum that prepares children for future learning.

In each foundation subject area, these skills are shared with pupils so they understand, in each subject and in each year, what they are learning.



## Organisation

The classroom organisation will be managed in such a way as to support different groups of learners from their varying starting points.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.
- Split inputs
- Cutaway groups

All areas of the learning environment will be planned for in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- book corners will be comfortable and attractive;
- areas for imaginative play (especially in the Early Years) will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- use of individual visuals to support additional needs
- working walls
- launch pads
- spirituality spaces
- Grow the code to support phonics

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the class teacher. Children are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated at St John's Primary School. Head teacher Awards' are given every week for one child per class for following our Christian Values and for presentation. One child per class also receives a six strands certificate. The children are celebrated in assembly, class and names go on the weekly newsletter.

## Task adaptation

Teachers will adapt the curriculum according to individual needs so that we always have the highest possible expectations of individual learners by:

- pace;
- content;
- task;
- resources;
- extension;
- outcome;

Adapted tasks will be detailed in weekly planning. Learning objectives will be specified for all groups and reference will be made in weekly plans to individual Learning Plans where appropriate taking note of objectives detailed in the 'small steps' learning documents.

## **Homework**

Homework is considered to be a valuable element of the learning process.

At St John's School, we encourage parents to work with their children at home. We expect children to read at last 5 times a week and homework is usually set every Friday. Children also complete TTRS maths to support their multiplication skills.

## **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- adapted tasks for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.
- NFER Reading and Maths

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

### **Effective marking:**

- helps children understand how to improve and comments aim to be positive and constructive; see Initial and Final Assessments in English
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task. (See feedback and marking policy)

### **Reporting to parents**

Reporting to parents is done throughout the year through two parent consultations and once in a written report. Data records are shared with parents three times a year. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile is made available to parents, governors, LA and national government.

## **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the Senior Leadership Team and subject leaders. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around year group data, disadvantaged children, SEND children and the impact of the interventions that are used. The SLT will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching for both teachers and LSAs. (See Performance Management Policy).

### **Formative Assessment**

At St John's Primary School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback.

Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

## **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;

- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At St John's Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Group work may include friendship, matched ability, mixed ability appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.