



# Teaching, Learning and Assessment Policy (inc. EYFS)

**Updated:** Sept 2020, Sept 2021, Aug 2022, June 2023, Sept 2023, June 2024, June 2025, Feb 2026

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Policy Owners: SLT

***“We cannot be like the head teacher in Alan Bennett’s play The History Boys who is hell-bent on measuring attainment that he dismisses inspiration as unpredictable and unquantifiable.” Tessa Jowell***

At Danesfield Manor School we aim for our pupils to flourish and fulfil their potential. Our aim is for all our pupils to become self-confident, imaginative, cultured and to want to learn for the sheer joy of it. Our curriculum does not discriminate against pupils in relation to The Equality Act 2010.

We are dedicated to the education of the whole child, encouraging confidence, initiative, responsibility and self-discipline. We believe that our curriculum should be broad, balanced and relevant to meet the needs of today’s children, whatever their ability, preparing them for their future lives. Our curriculum provides all pupils with diverse experiences in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. The school’s plans and schemes of work across all subjects, for all ages and all abilities reflect the needs and aptitudes of all pupils.

The taught curriculum is based on the National Curriculum that we then secure, extend and deepen both in academic subjects and also through themes across the school, such as the core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are embedded in our curriculum and taught explicitly in PSHE lessons and each have a focus in our 2 year cycle of School Values.

In **Early Years** the curriculum has regard to the new EYFS Framework for the Early Years Foundation Stage (EYFS) which sets realistic and challenging expectations that meet the needs of our children. The Prime Areas of learning in Nursery and Pre-Reception are the focus (PSED, CL and PD). Focus in Reception is to assess and address gaps in language, reading, maths, phonics and vocabulary.

At Danesfield Manor School, we ensure pupils have a range of learning experiences that challenge, stimulate and inspire them, promoting independence and initiative.

Aims and Objectives, to:

- use subject-based skills, thinking skills, and personal development skills;
- develop each child’s speaking, listening, literacy and numeracy skills;
- give all children the opportunity to learn and make progress;
- make links across the curriculum so that children can see learning as a whole;
- provide opportunities for exploring learning potential within issues relating to ‘real life’ - the local community and the wider world emphasising the role of citizenship;
- relate learning to wider issues within the world around them;

- offer opportunities for diverse learning styles e.g. kinaesthetic, visual, auditory;
  - support children's learning;
  - challenge and inspire children to learn independently;
- prepare children effectively for the opportunities, responsibilities and experiences of life in modern British society.

Principles of teaching and learning, to:

- have a child-centred approach to learning;
  - provide opportunities for pupils to acquire and share speaking, listening, literacy and numeracy skills;
  - monitor pupils' progress according to the skills as required in the curriculum;
  - use differentiation to support or challenge each child accordingly;
  - provide continuity and progression in the acquisition of knowledge and skills;
  - promote children's enjoyment and commitment to learning and achieving;
- provide opportunities for cross-curricular links.

### **Strategies for teaching the curriculum**

- Subject leaders write long term plans which contain details of the topics covered each term per year group for the academic year;
- Subject leaders oversee medium term plans for their subject which contain the objectives, (skills and knowledge) and outcomes for each topic covered each half-term;
- The long and medium term plans ensure continuity and progression;
- Class teachers will use the above to write weekly plans (Short Term Plans) which include details of activities, resources, differentiation and SEND provision;
- Regular detailed marking takes place to inform the teacher and child, (this could be verbal or written);
- Resources are made available to enable inspirational teaching, learning and to support pupils' understanding;
- Clear objectives and plenaries to strongly encourage children's learning;

Any child on an EHC plan has objectives and strategies in place to enable them to acquire skills.

### **The Early Years Foundation Stage is delivered holistically through play based activities**

- A balance of adult and child led activities
- None of the areas of learning can be delivered in isolation from others. They are equally important and depend on each other
- Activities and learning opportunities are provided to match children's interests
- Topics are set monthly which are our medium term plans and then weekly plans are also in place according to the topic for each week
- Short term (weekly planning) covers the Development Matters aspects of the EYFS and is sent out weekly to parents
- Opportunities that build upon and extend children's knowledge, experience and interest, and develop their self-esteem and confidence
- We build a partnership between practitioners and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- A key person approach is aimed at enabling and supporting close attachments between children and practitioners. Key people work to meet the needs of each child in their care and respond to feelings, talking to parents and working in partnership

Practitioners have an understanding of how children develop and learn, and how this affects their teaching.

## **Organisation**

From the beginning of Year 1 subjects are generally taught as discrete areas of learning, with all children having one Maths and one English lesson per day. History and geography skills and knowledge are taught in a combined manner under 'Humanities'. The children have specialist teachers for MFL (all years), music (all years), swimming (all years), PE (Rec-Y6) and Art (Y3-6 only). As the children move up to Key Stage 2 the teaching day becomes longer and subjects such as Philosophy, Problem Solving and Exam Prep are introduced.

For Early Years learning and play opportunities are provided for children through a wide range of carefully planned, adult led and free play activities both inside and outside and through visits and outings. Practitioners hold relevant Early Years qualifications.

## **PSHE & RSE (Relationships, Sex and Relationships and Health Education)**

Weekly lessons are delivered in class by the class teacher dealing promptly with any issues specific to that class of children but also follow a medium term plan structure to cover the school's aims and ethos, core British values, SMSC and actively promotes and encourages respect for other people's individual protected characteristics, opinions and ideas as set out in the Equality Act 2010. Teachers are encouraged to enrich their syllabuses with an appropriate balance of work by authors, speakers, artists, scientists etc. from other cultures.

Anti-bullying week activities take place each year but are an on-going part of weekly discussions/class check-ins.

This separate policy is made available to all parents via the School website. Pupil withdrawal from these lessons is not permitted. Parents are sent a copy of this policy in the Autumn Term every year and are invited to discuss the content if they desire. There is an annual Sex and Relationships lesson taught to Year 5 pupils in the summer term, parents are informed and offered the opportunity to discuss the content prior to the lesson.

## **Extra-Curricular Activities**

We teach through a multi-sensory approach and encourage educational visits as part of the children's learning. All children participate in an annual residential trip and Year 6 children have the opportunity to travel to Spain for a residential visit. Wherever possible, cross-curricular links are encouraged.

Our Extra Curricular Activities programme which runs weekly on the timetable affords children the opportunity to take part in a variety of activities which encourage skill development which they may not encounter in traditional lessons, for example singing, cooking, swimming, sports, gardening, practical problem solving, exposure to other languages, dance, STEM, sewing and technology. The idea is for these skills to be transferred into lessons and projects the children take part in, in class.

## **Strategies for assessment and recording**

Assessments take place at the start of every academic year using GL Assessment to establish a baseline for every pupil. At the end of each term, progress is tracked using White Rose (maths), Headstart (English) and independent writing tasks. Reading and Spelling ages are also carefully monitored every year. Cat4 tests are completed annually to also provide teachers with a greater knowledge and understanding of every pupils' needs. For foundation subjects teachers will test pupils' knowledge and understanding using various methods such as, mind maps or KWL grids. Oral contribution can be taken as on-going monitoring as well. Pupils' progress is monitored using an in-house excel spreadsheet.

Written reports to parents record 'Effort' and 'Attainment' at the end of the autumn and spring terms, with a more detailed full report at the end of the summer term.

In Early Years observing and recording what children do helps staff plan for children’s development and progress by identifying significant steps of achievement, matching experience to what a child can realistically achieve and setting targets. Assessments are both formal and informal. An EYFS Profile is kept on each child and these are shared with parents at parent’s evenings in the Autumn and Spring term. At the end of the Reception year in school, all children are assessed against the 17 Early Learning Goals and this is recorded onto the Early Years Profile. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG’s and a short report on the characteristics of learning.

At Danesfield Manor School we believe that assessment provides the basis of informed teaching and, in conjunction with planning and feedback, enables pupils to overcome difficulties, recognise their achievements and understand their next steps for success. Teachers use a range of strategies and materials to assess throughout the year as part of a comprehensive assessment calendar designed to enable children at Danesfield to excel in line with our school values.

There are three main forms of assessment in school and they are used in different ways at different times of year. They provide evidence for baseline assessment, target setting and progress tracking.

| Formative Assessment<br>(Assessment for Learning)  | In-school Summative Assessment<br>(Assessment of Learning)  | Standardised Summative Assessment<br>(Assessment of Learning)  |
|--|---|--|
| <p>Used by teachers to evaluate pupils’ knowledge, skills and understanding day-to day in lessons and inform teaching accordingly. It also enables us to identify gaps/strengths in learning quickly and effectively to support or challenge children effectively.</p> <p><i>Strategies used: diagnostic questioning, quick recap questions, retrieval practice, marking, providing feedback, students’ self-assessments and observational assessment.</i></p> | <p>This is used by teachers to assess pupils’ knowledge and understanding at the end of a teaching unit, term or academic year. Where relevant, work may be internally moderated in line with the national curriculum.</p> <p><i>These assessments might include end of unit/term assessments, independent work for moderation, evidenced observations and reviews for pupils with SEN and/or disabilities.</i></p> | <p>Most of these assessments are externally set, marked and standardised, with many being completed online. A few are marked internally using standardised scoring tables. These give us a useful snapshot of our cohorts’ attainment against their age groups. Government standardised tests may be subject to external moderation.</p> <p><i>Examples of standardised tests: GL Assessments, Headstart Assessments and Reception Baseline Tests.</i></p> |

### Assessment, Data and Reporting

Danesfield tracks attainment and progress for Years 1-6 using its own tracking system which includes every year group and provides information about the all pupils to gain school data. Teachers input data gathered from the three forms of assessment to provide an ongoing picture of a child’s needs, strengths, attainment and progress. Reports generated by the data provide the basis for regular pupil progress meetings between teachers, parent consultations and both the short reports to parents in the Autumn and Spring terms and the end of year report in July. In relation to age related expectations (AREs), the terminology used is as follows:

|  |   |  |   |
|--|---|--|---|
| BEG – able to access the curriculum with support | WTS – working towards the expected standard | EXS – working at the expected standard | GDS – working at greater depth against the AREs |
|--|---|--|---|

Children in Years 1-6 may also receive results for standardised test relevant to their age group.

Pupils on the SEND register, following formative assessment outcomes, will take part in appropriately differentiated summative assessments alongside children not on the register.

**Roles of Responsibility**

1. Members of Inspired Learning Group understand and fulfil their responsibilities namely to ensure that;
  - 1.1. A written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively; and
  - 1.2. the written policy, plans and schemes of work –
    - Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
    - Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

For the purposes of paragraph 1.1, the matters are:

Full time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

  - 1.3. That pupils acquire speaking, listening, literacy and numeracy skills.
  - 1.4. Personal, social, health and economic education which
    - Reflects the schools aim and ethos
    - Encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
  - 1.5. For pupils below compulsory school age, a programme of activities which is appropriate to their education needs in relation to personal, social, emotional and physical development and communication and language skills.
  - 1.6. That all pupils have the opportunity to learn and make progress.
  - 1.7. Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
2. The Deputy Head co-ordinates the work of the subject leaders and ensures long and medium term plans stay up to date, relevant and accessible to all staff. Subject plans are scrutinised in staff meetings for continuity, progression, clarity, support, challenge and evaluation to verify the delivery and relevance of all lessons.

This policy also links to the following policies:

- Individual subject policies;
- Special Educational Needs and Learning Difficulties Policy;
- Homework Policy; and
- Safeguarding Policy

| <b>Danesfield Manor School Assessment Calendar 2025-2026</b> |                       |                            |                |            |                                     |            |
|--|-----------------------|----------------------------|----------------|------------|-------------------------------------|------------|
| Key  | <b>GL Assessments</b> | <b>Written Assessments</b> | <b>Reports</b> |            | DATA Input, Deadlines & PP Meetings |            |
|  | <b>WK1</b>            | <b>WK2</b>                 | <b>WK3</b>     | <b>WK4</b> | <b>WK5</b>                          | <b>WK6</b> |

|              |   |  |  |   |   |                    |
|--------------|---|--|--|---|---|--------------------|
| <b>Aut 1</b> | Baseline<br>Phonics Y1<br>Writing Y1-Y6<br>*PTE Baseline<br>B Y1-Y6<br>*PTM Baseline<br>B Y1-Y6 | *NGRT A Y2-Y6<br>*NGST A Y2-Y6<br><br>DATA baseline<br>input | *PTS A Y3-Y6<br><br>DATA target<br>setting                           | *CAT 4 – Y3-<br>Y6                                    |   |                    |
| <b>Aut 2</b> | <b>WK1</b>  | <b>WK2</b>   | <b>WK3</b>   | <b>WK4</b>  | <b>WK5</b>  | <b>WK6</b>         |
|              | PASS R-Y6<br><br>PP@<br>curriculum<br>mtg   |  |  | Reports to<br>JS                                      | Writing Y1-Y6<br>Headstart<br>Comp A Y1-6<br>White Rose<br>Y1-6<br>Reports to<br>Parents<br>Parent<br>Consultations |                    |
| <b>Spr 1</b> | <b>WK1</b>  | <b>WK2</b>   | <b>WK3</b>   | <b>WK4</b>  | <b>WK5</b>  | <b>WK6</b>         |
|              | *NGRT B<br>Reading Y2-Y6<br>*NGST B<br>Spelling Y2-Y6<br><br>PP@<br>curriculum<br>mtg           |  |  |   |   |                    |
| <b>Spr 2</b> | <b>WK1</b>  | <b>WK2</b>   | <b>WK3</b>   | <b>WK4</b>  | <b>WK5</b>  | <b>WK6</b>         |
|              | PP@<br>curriculum<br>mtg  |  |  |   | Writing Y1-Y6<br>Headstart<br>Comp B Y1-6<br>White Rose<br>Y1-6   |                    |
| <b>Sum 1</b> | <b>WK1</b>  | <b>WK2</b>   | <b>WK3</b>   | <b>WK4</b>  | <b>WK5</b>  | <b>WK6</b>         |
|              | *NGRT C<br>Reading Y2-Y6<br>*NGST C<br>Spelling Y2-Y6<br><br>PP@<br>curriculum<br>mtg           |  |  |   |   | RESIDENTIAL?       |
| <b>Sum 2</b> | <b>WK1</b>  | <b>WK2</b>   | <b>WK3</b>   | <b>WK4</b>  | <b>WK5</b>  | <b>WK6</b>         |
|              | R & Y1<br>PTE/PTM A   | PASS R-6   | Y2-Y6<br>PTE/PTM/PTS A<br>Y4 –<br>Multiplication<br>Check - Internal | Reports to<br>Jo<br>Y1 - Phonics<br>Check<br>Internal | Writing Y1-Y6<br>White Rose<br>Y1-6<br>Headstart<br>Comp C (opt)  | Reports to Parents |

