TEACHING AND LEARNING POLICY

ASE Pedagogy

Reviewed on: October 2021

Next Review: October 2022

AIMS OF THE POLICY

At Frome Vale Academy we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and Councillors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies, marking policy and assessment policy.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Frome Vale Academy, we recognise that education involves children, parents, staff, councillors, the community and the local partnerships, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to

Develop citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement.

We do this by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
- developing environmentally conscious citizens.
- developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
- developing critical thinkers, who are able to articulate their ideas in a confident manner.
- developing a sense of responsibility.
- Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.

Ethos

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

Learning and teaching 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, etc;
- 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, clubs, etc;
- 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.

Best practice

Planning

Teachers at Frome vale are expected to have a Long-term plan, medium term plan and lesson designs for each lesson.

Long term planning

The long-term plan provides a broad overview of the year, organised by term, and coverage of the subject areas. The long-term plan enables us to ensure there is coverage of all the curriculum areas and there are meaningful links.

Daily lesson designs.

It is an expectation that teachers plan for every lesson they teach. Each lesson uses the FVA ASE pedagogy as a basis:

Pedagogy

Pedagogy is the art or science of teaching. This is distinct from the curriculum as it is the approach to how we teach the curriculum, not the content itself. At FVA we take a 'Centrist approach' in that there is a balance between teacher led and enquiry based activities, between skills and knowledge and individual or group work.

By taking this approach we believe that we are enabling children to move beyond basic memorisation and comprehension to complex learning processes like analysis, evaluation, and creation. It also enables them to develop our Frome Vale Learning Behaviours.

This document includes:

- FVA 'ASE' approach
- FVA pedagogical model
- FVA question progression
- FVA oracy guidelines
- FVA tool boxes
- FVA Next step learning

FVA ASE pedagogy approach:

FVA's pedagogical model is based on three core principles: **Active learning, Subject knowledge and Exposition (ASE)**. What we understand by these is described below:

Active Learning:

Active learning is the method of learning in which students are actively involved in the learning process. In this model, teachers are facilitators rather than only one way providers of information and pupils are active rather than passive participants in their learning. The model holds pupils at the centre, focusing on how they learning not just what they learn. Further understanding of active learning can be found here https://www.cambridge-community.org.uk/professional-development/gswal/index.html

Subject Knowledge:

Subject knowledge has a very important role to play in teaching because high-quality teaching rests on teachers understanding the subjects they are teaching, knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject and guiding their pupils into the different ways of knowing that subjects provide: subjects create disciplined ways of knowing. It is also clear that when there is a lack of subject expertise, or it is inconsistent between teaching groups, then the quality of teaching and students' outcomes are at risk (Smithers & Robinson, 2005). At FVA, and within the CLF, we place a high emphasis on developing experts to lead subjects and identify subject knowledge gaps.

Exposition (explaining and modelling):

Exposition is the part of a lesson where the teacher explicitly teaches their pupils. This includes explaining, modelling and demonstrating. Exposition provides an opportunity for teachers to set things out clearly. Features of great exposition include:

- Use of pictures, diagrams, models and charts
- Specific and clear instruction and explanation
- Repetition
- Develop from concrete ideas to abstract

We use the work of Tom Sherrington in our model https://teacherhead.com/2013/02/13/great-lessons-6-explaining/

Within lessons, our Frome Vale Pedagogy model can be implemented like this:

Frome Vale Academy

FVA Pedagogy

As a teacher (I do)	As a child (you do)	Learning behaviour that is developed...	So in the lesson skills will be developed by (we do)
I plan with clarity about my intended learning	I know what I am learning. The WALT/WARL is very clear to me to understand	Focus	Children say the WALT/WARL out loud
I ensure my lesson and my class room is resourced	I can access everything I need to be part of the learning	Motivation	There will be enough pens/pencils/glue sticks/ rulers/books/paper. Any consumable that could possibly needed including manipulatives/ word banks/knowledge organisers
I model in my lessons. Modelling is central to all lessons. I demonstrate correct and appropriate methods using children's ides to progress learning	I can use an effective strategy's and organise my work from the model	Focus & motivation	There will be steps to success that children can see throughout the lessons and access. Children can say what the steps to success are
I demonstrate how X links to Y. E.g: - Historical concepts link across time periods - Fractions link to decimals	I can use different skills to work something else out and use prior knowledge	Self-evaluating	There are planned deliberate opportunities where this occurs. Links to prior learning are made and opportunities to discuss what we already know and how it could help us
I model the correct vocabulary and have a bank of this prepared for each lesson	I can use the correct vocabulary and understand it		New vocabulary is explained and used in context. Children are corrected when we it is not being used
I allow plenty of opportunities for discussion including explaining why/why not	I can explain something clearly using our discussion language	Collaboration	I get to talk to my partner. Share my thinking with others. I get to model my thinking to others using the white board
I ask questions that check understanding and deepen learning	I answer questions in fully sentences, explaining my thinking. I ask question to deepen my understanding	Curiosity	I am given opportunities to discuss and think through my ideas before answering and asking more questions.
I provide opportunity's to problem solve with modelling (a systematic/methodical approach)	I am confident to face a challenge	Curiosity	I use the modelling to support my thinking and tackle challenges confidently
I plan for misconceptions and address them	I have plenty of opportunity to work through misunderstandings	Self- evaluating	I know its ok to make mistakes. I check my work I am resilient
I start my lessons with a revisiting of learning	I can use different strategies to work things out developing good ways of thinking	Self – evaluating	I build on my learning each lesson
I ensure my lessons enable pupil participation	I am active in my learning. I know where I have to improve	collaboration	There is feedback. The lesson will be tailored to support individual needs. There are opportunities for peer marking, editing, there is a marking station.
I ensure that I am teaching responsively. I reflect on what children are saying in the lesson and the lesson will change from the planned learning if the children's needs are not being met	I am able to explain what the 'area' is I do not understand. I can get help immediately with this	Self- evaluating	Differentiation supports progress (GIAG. GI, F). teacher has a guided group where it is clear what the teacher is wanting to achieve/gap fill in that session
I have alert awareness what is happening in my room at all moments and especially regarding the learning	Even if I am not in the guided group the teacher supports me and guides me.	Resilience	This could be through verbal prompts. Regular scanning of the room. No child should be sat with nothing to do. Reminders of expectations. Praise for children who are working hard and making progress. Pit stops during the lesson to check in and deal with any misconceptions that have arisen
I prepare the working wall with resources that support children's learning	I know where I can get support or where there are resources available to support my learning so I don't have to ask for help straight away	Resilience	The working wall is current to the topic. Children are independently accessing it. The teacher makes reference to it in the learning. There is modelling of how to use it.
I support visual understanding of concepts/ learning by providing visuals	If in doubt draw it out. I know that I can represent my thinking in a visual way	Focus Resilience	Children are reminded of this. There is modelling of doing this in the lesson

The lesson design enables teachers to think about their questioning, differentiation, target children, engagement, opportunities for application, resourcing and environment, how to utilise adults and a reflection of the lesson. It is expected that lesson designs are annotated to reflect changes to the lesson and thoughts about subsequent lessons. In order for lessons to reflect the learning that children require, we do not expect teachers to plan any more than two days at a time. Lesson designs are produced straight onto a PowerPoint or Activ Flipchart.

At Frome Vale Academy we follow the CLF curriculum. This curriculum aims to 'Enable children to understand their **place in the world,** which they exploit because of a developed **sense of self** and **agency** that is built on an ability to **seek meaning** and make connections based on evolving **understanding** secured through a foundation of **knowledge** and **skills.**

Lesson Designs are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Subjects are taught discretely with connections being made between subjects if meaningful. At Frome Vale Academy we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Ready to learn

It is expected that teachers will be prepared for the day in front of them by following these principles:

- Having all resources ready for the day (photocopying done, equipment for lessons out - this includes pencils, etc.)
- Books need to be out – Children should not be giving them out in learning time (on rare occasion a child may have specific responsibility as part of plan)
- No child should be sat with <u>nothing</u> in front of them or not doing something (eg. actions for talk for writing) EVER! <u>No passive learning of just listening</u>.
- Tool boxes should be available to all children across the school at all times!
- You must be PROMPT in picking up your children from break and lunch – be out <u>2 minutes before</u> end of break and lunch!
- Make sure you've got guided group planned. This is not just sitting with a group. It's addressing gaps identified from assessments and marking.
- Hinge questions should be planned in but may be adjusted to the needs of the lesson.
- No child should leave/finish that lesson not having completed enough work.
- Quantity expectations should be set for each child. This doesn't mean you sit with them to complete task. You make them aware of their responsibility – be explicit/target.
- NEVER EVER, EVER, must a child be given a holding task of drawing or reading once they've completed learning. You <u>MUST</u> have an extension task ready for that learning!

FVA Next step learning:

'All children will be able to say how they can improve themselves'

An important part of the learning process is knowing 'how' and 'what' to improve. At FVA we call this 'Next Step Learning'. Our expectation is that children can articulate how they **have i****mproved** and what they **have learnt,** and **how they are going to improve** further.

We will enable this to happen by ensuring that:

- Children understand when they are building on learning and deepening understanding
- Children should be taught what they don't know
- Children must be able to articulate what their next step is and understand what it means
- Children will have access to resources to help them with their next steps (without asking for them)
- Time is regularly given to allow children to work on next steps & targets
- Children have a target card for writing, which is updated regularly
- Targets for parents to support with for reading, writing and maths are sent home at the beginning of each term
- Teaching partners should know children's next steps
- Teachers should model how to improve work
- Children should know the results of tests and what they can do to improve
- Guided groups will address gaps in learning
- Gaps analysis grids are used to inform planning
- Next steps should be clear and precise
- Feedback should be given regularly – in written form or verbal
- Children should respond to feedback
- Children should always know there is room for improvement and not think they are amazing at everything

- Feedback needs to be specific not generic

Subject leaders

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;
- monitoring progress in their subjects and advising the Principal on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the school curriculum.

Learning Environment

The learning environment will be managed in such a way as to facilitate different approaches to learning.

Opportunities will be made for:

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

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, 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:

- resources in each area will be grouped according to curriculum subject; there will be a maths working wall, a literacy working wall, a science working wall & a humanities working wall and an area for Frome Vale Citizen work.
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play 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;
- pupils will be involved in the maintenance and care of all equipment and resources.

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 SENDCo. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. This is also recognised in assemblies.

Differentiation

The principles of our differentiation are based on what is required to meet with needs of the children in the class. The starting point is the objective for the learning that is taking place. The expectation is that you would want all children to achieve highly.

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

Maths:

In maths the following terms are used: 'Giving it a go', 'Got it' and 'Flying'. Our aim would always be for children to fly. However, this does not mean this is the only opportunity to develop deeper thinking and problem solving (the core of a maths curriculum). At any of the stages, children should be able to access this kind of work. The stages do not relate to Y, O and D.

E.g Year 6 children are investigating internal angles of 2D shapes. The following could be used:
Giving it a go - using information about total amounts of angles in triangles and rectangles, children find the missing angle
Got it- Children measure a variety of 2D shapes to explore what the total internal angles are
Flying - children try to formulate a rule for total amount of angles identifying links between number of sides and their measuring

You will see from this example that the year 6 expectation is actually in 'giving it a go'. 'Got it' means they know these things already so actually they should be moving on, otherwise they are not being stretched and just repeating what the teacher input was.

There are opportunities to apply this principle even in arithmetic type lessons, for example, by disproving or proving statements, e.g Adding and Even + Even= odd
This model means that children are being mathematicians rather than completing activities

Writing:

Differentiation needs to be evident all the time in tasks/questioning/books

The following language is again used:

- Giving it a go (feeling unsure and may require additional support or resources such as writing frames or sentence starts)

- Got it (feeling confident and can use their tool boxes for independent learning)
- Flying (challenging work- children will explore writing opportunities that deepen their vocabulary, grammar and composition)

Children can self-select or be guided and all work needs to be precisely pitched to children's needs.

Children could be:

- Doing a different task at the start of a lesson
- Practising different skills identified from assessments.
- All children from Y1-Y6 have a toolbox of resources to help them with their independence. These will be adapted and evolved by teachers and children, in order to match individual needs.

Other lessons may include differentiation through considering these strategies:

- pace;

  - how will questioning be differentiated?
  - What will happen to the more able when waiting for the less able to answer and vice versa?

- content;

  - what will be used to support less able / more able in the delivery – visual aids/ resources for particular children

- task;

  - do all children need the same thing to start / do first?

- relevance;

  - do all children need to sit through every part?

- resources/ tool boxes ;

- extension; (remember this is not the point at which they apply)

  - how will children know?

- autonomy;

  - when/ where are the opportunities to develop ideas independently or as a group/ whole

- outcome;

  - is it clear that there are expectations for all?

- teacher/adult support.

  - What will the adult be doing to facilitate learning? Is it effective?

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, Principal, Vice Principal and inclusion manager where appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers set individual targets each term per child in writing. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the child and parents to encourage partnerships in learning.

FVA Toolboxes:

It is expected that all children from year 1 have a tool box that supports them with their learning. These should include:

Literacy	Numeracy
Year 1 and 2	Year 1 and 2
- Joined up writing guide - Common exception word mat y1/y2 - Capital/lower case formation sheet - Differentiated grammar rules - Sound mat - Sound fan - Vocab mat - Sentence starters - Pencil grips	- Numberline 1-10 or 1-20 showing odds/evens - Numicon (1 bag for a child at A) - Tub of dienes - Sentence starters specific to topic - Multilink - Vocab cards relevant to topic - Add/takeaway operations guide supported with visual representation - Place value chart
Year 3 and 4	Year 3 and 4
- Different sentence types with key parts highlighted - Punctuation checklist and examples - Talking tins - Headphones to block sound - Chunky lollipops for finger spaces - Phonics prompts - Tricky words - Common exception words - Own spelling dictionary - Handwriting cards to show capital and lowercase	- Place value grid (inc decimal places) - Number formation cards - Fraction wall - Laminated clock 3D shapes & properties - Definitions of key words, e.g prime, factors, multiples, odd, even, add, take - Numbers as words 100 square - Multiplication square 4 operation method reminder

- Noun cards - Adjective cards - Adverb cards - Verb cards - Conjunction list	- Number line - Counters - Ruler - Dienes - Stress ball/ fiddle
Year 5 and 6	**Year 5 and 6**
- Common incorrect phrasing (and correct version), e.g Might of… I done… - Handwriting example mat - Checklist of golden rules - Noun cards - Adjective cards - Adverb cards - Verb cards - Conjunction list - Sentence openers - Alphabet strip - Dictionary - Phonics grid	Multiplication grid 100 square Steps for: area, perimeter, volume, Square numbers/prime number definition and example Shapes & features Number line Place value grid Counters Rounding rules Reminders for 4 operations Fraction wall

Questioning

Questioning forms a key part of teaching and learning. It is a way of not only eliciting whether a child understands something but it is also a tool for extending a child's thinking. At Frome Vale, adults are expected to use a variety of questions from the areas defined inn Blooms Taxonomy. Examples have been written progressively for these areas (see below)

Frome Vale Question progression

EYFS	KS1	LKS2	UKS2
Knowledge – recall			
• Why did? • Where is? • What is? • Show… • Name… • Who was? • When did?	• How did…happen? • List… • Find… • Can you select… • Can you recall… • When did…happen? • Choose…	• Locate… • Which of these is true or false? • How does that work…? • What happened after? • Summarise in 10 words… • What happens here?	• Define… • Examine…Teach me how to do that… • What do you mean by… • Can you compare?
Comprehension – organisation/selection of facts & ideas			
• Can you describe… • Can you tell me the main… • Put in order… • Can you predict? • Why, what…?	• How do you know…? • Can you explain…? • Can you retell…? • What is the main…? • How do you know…? • Can you predict? • Why, what…?	• How would you summarise…? • How does x affect x? • What is the purpose of…? • Can you predict…? • Why, what…?	• How would you paraphrase…? • How would you convert, interpret, rephrase, rewrite, • Where does x originate from? • Can you predict…? • Why, what…?
Application- use of facts/ rule/principles			
• Show me how… • Show me why… • Why is this important? • How do we use this…? • Give an example • Draw your learning about… • Make a model that shows…	• Demonstrate how you know… • What can you find using… • Illustrate your thinking/learning on… • How can we solve…? • How would you solve this?	• How could you find a pattern? • What other examples/instances can you give for this? • What can you conclude from • How is x related to y? • What did you do to solve?	• How could you find a rule/principle? • How could you use this information to solve…? • Where else could this occur/happen? • Could this have happened to… why? • What other methods are there to solve this?

Analysis- separating a whole in parts			
• Give an example of... • Show me that... • Tell me what/ how... • How does that work? • What is the difference between x and y?	• Show how you know... • Compare x to y • What other instance is there of ...? • Prove... • What evidence is there that...? • Show the difference between x and y	• Demonstrate how you know that... • What evidence can you present that shows... • Can you categorise your ideas? • What does the evidence infer about...?	• Analyse the evidence and draw a conclusion on... • What deductions can you make about... from the evidence? • What evidence is there to support....?
Synthesis- combine ideas to form a new whole			
• Could you find an answer to...? • What would happen if...? • Can you show how....	• What would happen if...? • What will happen next and why? • How would you solve this?	• Could you design... to show...? • Can you create... to show...?	• How would you suggest that we solve...? • Can you predict the next...? • How would you design...? • What solutions might you suggest for...?
Evaluation- develop opinions/judgements/decisions			
• What do you think about...? • What do you think will happen if...? • Find me a _____ that tells me that_____ ?	• What is the most important and why? • In what ways do you agree or disagree? • What words/evidence tell you that? • What do you think will happen if...? •	• How are these opinions the same or different? • How effective is this, why? • What impression do you get of, why?	• Prioritise... according to.... • What criteria would you use to assess...? • How do these ideas contrast to....? • Conclude your ideas/thoughts in 5 sentences • Summarise what you think about...

Homework (Love of Learning)

We believe that homework should be set weekly an involve reading, spelling and maths. It should aim:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a life-long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.
- Home work is delivered through the Frome Vale Citizen Wordpress page.

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 his/her learning.

Termly summative assessments can be see on the assessment overview form.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in 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.

Baseline assessment is used in Reception/Early Years within six weeks of starting school. .

At Frome Vale Academy 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.

Suitable tasks for formative assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;

- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

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

Effective feedback (Next step) (see policy for more detail):

- helps children understand how to improve and feedback aims to be positive and constructive;
- 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.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- Sims records – updated 1,2,4,6
- Writing summative assessment sheet
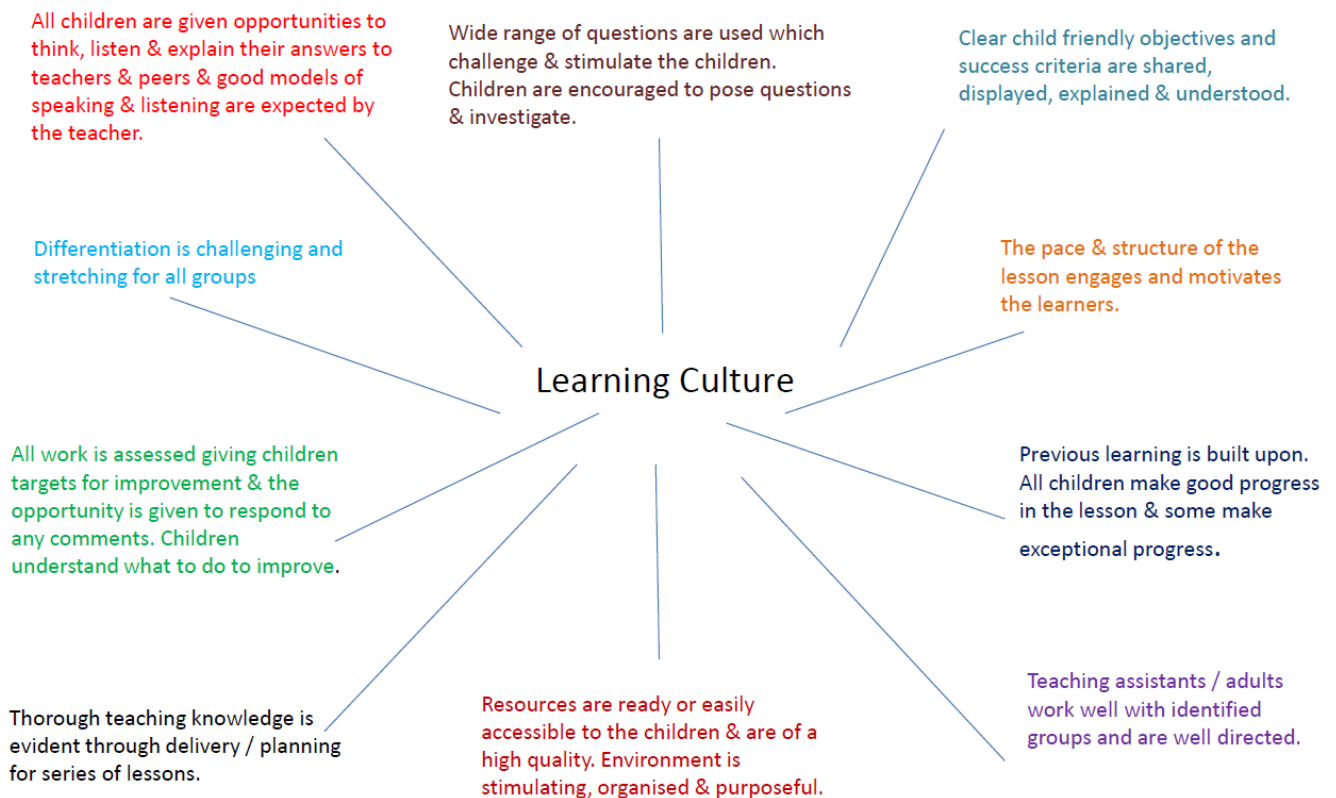- Ready to Progress in maths
- Reading records

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, Academy Councillors, Cabot Learning Federation and LA and national government.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Principal and Vice Principal. 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 our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Principal will observe each class teacher in a specified curriculum area on a regular basis. The Professional Development cycle informs learning and teaching. (See Professional development Policy).

Learning Culture

There is an expectation that our learning culture reflects a number of core elements. These are:

All children are given opportunities to think, listen & explain their answers to teachers & peers & good models of speaking & listening are expected by the teacher.

Wide range of questions are used which challenge & stimulate the children. Children are encouraged to pose questions & investigate.

Clear child friendly objectives and success criteria are shared, displayed, explained & understood.

Differentiation is challenging and stretching for all groups

The pace & structure of the lesson engages and motivates the learners.

Learning Culture

All work is assessed giving children targets for improvement & the opportunity is given to respond to any comments. Children understand what to do to improve.

Previous learning is built upon. All children make good progress in the lesson & some make exceptional progress.

Thorough teaching knowledge is evident through delivery / planning for series of lessons.

Resources are ready or easily accessible to the children & are of a high quality. Environment is stimulating, organised & purposeful.

Teaching assistants / adults work well with identified groups and are well directed.

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.
- Modelling

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Frome Vale Academy we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;
- evaluation.

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 Frome Vale Academy opportunities are organised to be active in their learning, 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 skills. 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, etc, appropriate to the activity. Collaborative learning is encouraged, although some periods of the day may be set aside for silent work.

Teachers at Frome Vale feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve eg appropriate time scale

Effective learning is ensured through the process of monitoring successful teaching (see monitoring cycle) and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil's contributions are encouraged, expected, extended
- characterised by high quality oral work

- well paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At Frome Vale Academy the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.
- No child is provided with a 'holding activity' whilst waiting for others to finish

FVA Oracy guidelines:

At Frome Vale we believe that oracy is a central part to children's learning. FVA uses the following guidelines for discussion:

· Always respect each other's ideas

· Be prepared to change your mind

· Clarify, challenge, summarise, and build on each other's ideas

· Invite someone to contribute by asking a question

· Show proof of listening

· Speak in full sentences

· Control your voice

· Use excellent grammar

· Use the right words

FVA uses the following roles in the classroom to enable good discussion:

Challenger
Disagrees with or presents an alternative argument
Will say:
"That's true, but have you considered..."
"You mentioned X but what about..."
"I hear what you're saying, but..."

Clarifier
Makes things clearer and simplifies ideas by asking questions
Will say:
"What do you mean when you say..."
"Could you tell me more about..."
"Does that mean that..."

Prober
Digs deeper into the argument, asks for evidence or justification of ideas
Will say:
"What evidence do you have to support that?"
"How does that support your argument?"
"How did you come to that conclusion?"

Summariser
Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points
Will say:
"Overall, the main points covered were..."
"In summary..."
"From today's discussion, it's clear that..."

Instigator
The person who starts the discussion
Will say:
"I would like to start by saying..."
"I think the first thing we should consider is..."
"To begin with let's talk about..."

Builder
Develops, adds to or runs with an idea
Will say:
"I agree and I'd like to add..."
"Linking to your point..."
"Building on that idea..."

"Cats make better pets than dogs!"