

Learning, Teaching and

Assessment Policy

Date: November 2023

Review: November 2024 



**Introduction:**

At Pearson Primary School, we are committed to delivering high quality teaching in an inclusive, high support and high challenge environment. Through our teaching, we equip children with the necessary values, skills and knowledge to make them lifelong learners, and to be valued members of the communities in which they live.

**Purpose of the policy:**

Learning and teaching is the core purpose of the school. It is the method through which we offer a curriculum that is broad and balanced. Assessment of learning allows us to tailor our curriculum to meet the exact needs of our pupils. This policy defines Pearson Primary School’s learning, teaching and assessment approach. The policy is primarily concerned with pedagogy and not curriculum content. This policy is intended to be implemented hand in hand with the Pearson Curriculum Policy.

**Our curriculum aim is that when children leave Pearson Primary School they are:**

* Academically ready for the demands of their next stage of education.
* Highly effective at interacting with the world for the benefit of themselves and others.

**Our Approach:**

Teaching strategies are under continual review and respond to national and international research and school-based action-research as appropriate.

Through our teaching approach we must make sure that learning moves from short term to long term memory, so that learning can be called upon to complete work of a higher cognitive demand.

Assessment is used to ascertain what children know and what they can recall over time.

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| Why do we teach the way that we do? | |
| ***We recognise that:***  learning is a three-step process.  Encoding - Where learning is held in the short-term working memory.  Consolidation – Where we give more meaning to learning through making connections.  Retrieval (recall and rehearse) – During this process learning is updated and this enables application. | ***So we:***  make use of ‘Quick Starts’ and ‘recall four’ to support the retrieval and recall of key knowledge and to help children make links within and across sequences of learning.  carefully build challenge through sequences of learning so that children have opportunities to apply their new learning later in a sequence.  seek to provide activities that will have relevance to the children’s lives, or where this is not possible, we provide children with preloading of knowledge to support them to access lessons. |
| ***We recognise that:***  children need to develop a good vocabulary and understanding of the correct grammatical structure of a sentence. | ***So we:***  explicitly teach vocabulary within lessons (both tier 2 and 3) and model accurate sentence structure and learned vocabulary at all times. |
| ***We recognise that:***  when we are learning something new, the overuse of language or complexity of task can create cognitive overload and become a barrier to learning. | ***So we:***  make sure to reduce our teacher talk to the very minimum. We focus on direct teacher instruction rather than question led enquiry-based delivery (other than where enquiry is the key learning objective for the lesson). |
| ***We recognise that:***  children will be more successful learners if they have access to well-chosen resources. | ***So we:***  provide resources, and quality learning environments for all children, including those with additional needs, and encourage their use with increasing independence. |
| ***We recognise that:***  children need to be challenged to make progress and complete work of a higher demand because learning time is valuable and every second counts. | ***So we:***  plan well-matched activities that provide suitably challenging tasks for all learners through adaptive teaching or differentiation. |
| ***We recognise that:***  children will learn and remember more if we give them well-timed and specific feedback. | ***So we:***  provide immediate feedback through live marking and use flexible regrouping within lessons. |
| ***We recognise that:***  children learn best in safe, secure and supportive learning environments. | ***So we:***  actively encourage questions for clarification, embrace pupils who risk-take and learn from their mistakes, and ensure active participation from all learners. |
| ***We recognise that:***  children do not always learn in the way that we think they will. | ***So we:***  use low-risk, formative assessments to allow for swift changes to learning, within lessons and sequences, to allow for maximum progress. |