



Learning and Achievement Policy

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1. Our Curriculum

At Hope Community School, Sidcup, we consider our curriculum to be starting point of the life-long learning journey that children embark on when they begin their Primary School career with us. Our curriculum enables our children to access a wide range of experiences and is rooted in quality first teaching and learning for all children regardless of age, gender, circumstance or ability. Although we are a relatively new school, opening in 2013, our Christian Values underpin all that we do here – they are at the heart of everything we try to achieve for all pupils.

We have designed a curriculum based on our knowledge of our children and the community we serve, their cultural capital deficits and a clear understanding of the experiences that children need in order to prepare them for the future. Our aim is to provide a broad and balanced curriculum that is tailored to meet the specific needs to the children within our local community that our school serves.

1.1 Curriculum Intent

Having carefully considered the needs of our community, we have selected **Adventure**, **Creativity**, **Aspiration** and **Diversity** as qualities to drive the children's learning across all areas of the curriculum.

Our curriculum enables children to acquire key skills and knowledge in each subject area. During each child's time at the school, knowledge is repeated in all subjects to ensure that it is securely embedded in the children's long term memory. Age appropriate knowledge is clearly planned across each subject and in line with national curriculum expectations. Each curriculum subject is led by an expert who oversees the on-going development of their subject. Leaders ensure that subject specific knowledge is progressive and sequential".

We acknowledge that reading skills are a vital and integral part of the curriculum. A robust reading curriculum from reception to Year 6 broadens children's language and vocabulary. It gives our children access to all areas of the curriculum and promotes enjoyment and love of learning from the earliest age. The school operates a quality phonics programme as soon as children start school and this is built upon from Year 2 upwards as fluency and comprehension skills develop. Each year group learn from a carefully selected range of quality texts from a variety of genres which are selected to develop an inquisitive mind, vocabulary, inference and deduction. All children achieving strong numeracy and literacy skills is a key objective for children in our school and we endeavour to achieve this through our creative curriculum approach.

1.2 Curriculum Drivers:

Adventure ~ Creativity ~ Aspiration ~ Diversity

Adventure

Adventure is a central part of the curriculum we offer at school. The curriculum encourages children to be adventurous and innovative in their learning. Our termly 'Learning Links' contain engaging and relevant themes for the children in the community and foster a sense of curiosity in our pupils. Our curriculum encourages children to be adventurous risk takers – being resilient when faced with challenge and never giving up. By being adventurous we develop confidence and self-esteem in all of our pupils, ready for the 21st Century world. Regular educational visits locally and further afield develop widen the children's understanding of the world around them in a meaningful context which extends their learning.

Creativity

Our curriculum offers all pupils opportunity to develop the skills required to be a creative learner – this is what we aspire for all children to be. Curriculum opportunities encourage children to make independent choices and connections in their learning for example looking back in history to better understand the present and future. Our curriculum 'Learning Links' are designed to develop children's own creative approaches to tasks. We want children to understand that learning can take place not just within the walls of the classroom but outdoors in our community too.

Aspiration

Our curriculum is driven by the aspirations we want to instil in all of the children of the school. It offers opportunities for children to explore areas of interest and set achievable goals for long term success by exposing them to the great artists, musicians and sports people of the present and the past. Our curriculum offers the opportunity for children to interact with positive role models to enable them to build long term aspirations for themselves which go beyond the primary years. Our curriculum is designed to make the world an accessible place that children can explore. We want our curriculum to reflect that our own dreams and goals can be achieved through setting high expectations for themselves; demonstrating how they can achieve these through positive steps.

Diversity

We want for all children at Hope Community school to access not just a broad and balanced curriculum but a diverse one. We want children in our community to celebrate the similarities and differences between themselves and others across the world – challenging stereotypes they might be exposed to. We want our curriculum to foster opportunities for children to appreciate, respect and celebrate the views, cultures, religions of others. Through carefully selected 'Learning Links', we want for our learners to be aware of what is happening around the world and the part they have to play in it.

2. Teaching and Learning

We enable children to access learning which extends beyond the National Curriculum

- developing learning skills - learning how to learn
- personal, social and moral education
- awareness of environmental issues and sustainability
- citizenship

We use a wide variety and balance of techniques and approaches, methods of presentation and organisation.

We maximise opportunities for children to:

- experience at first hand
- use and create artefacts, materials and resources
- meet and learn from new people,
- use ICT creatively, confidently and purposefully
- talk through their ideas and experiences to give meaning, clarity and
- take ownership of their learning
- learn through a combination of visual, auditory and kinaesthetic learning (blended learning). This includes seeing (reading, watching film clips, examining) hearing (story, reading, discussion, music) and feeling/ moving/using their bodies (dancing, role play, tactile experiences)

We deliver optimum learning by ensuring that each lesson is built around each of the following features:

- setting the context for learning - showing the 'big picture'
- connecting theme to previous learning
- sharing the learning intention with children
- exploring, discussing and making clear the success criteria
- using strategies and methods which support the different ways that children learn
- building in opportunities for children to talk to each other about their learning
- giving feedback relating to the learning intention/success criteria
- making learning non-stressful - using fun, humour
- reviewing learning regularly so that it locates in the long term memory

We provide a range of motivating, well resourced and supported learning opportunities

- Lessons
- Challenges,
- Tasks
- Investigations
- Visits
- Talks/demonstrations
- Visitors
- Peer learning
- Partnerships
- Parental support and engagement
- Models
- To enable children to acquire new concepts, develop and practise new skills
- To develop positive attitudes towards learning, themselves and each other
- To learn from each other and to contribute to each other's learning.

3. Personalised learning

This means:

- Tailoring teaching and learning to meet individual needs
- Providing opportunities for children to grow and develop, with their individual needs met, where necessary, through additional learning support and extended opportunities
- Having high expectations of participation, fulfilment and success
- Setting ambitious objectives and challenging personal next steps
- Ensuring rapid intervention to keep pupils on track
- Implementing assessment procedures to review and maintain pupil progress.
- planning clearly supports those who are struggling to meet their next steps

4. Creative learning

This means:

- Learning in new and different ways
- Recognising that we learn different things in different ways
- Asking and encouraging open questions and ones which move the learner forward
- Encouraging learners to be imaginative and innovative within a clear and supportive structure or framework
- Developing skills and using them creatively in real life, purposeful situations
- Giving learners the opportunity to make real choices and individual interpretations
- Being brave enough to try something new or different
- Being open minded, adaptable and flexible
- Learning that is linked and contextual (linked to previous learning, to related experiences, across subject boundaries, meaningful)
- Using creative entry points (stimulating starting points) such as artefacts, problems, stories, topical events, letters or visitors.

5. The World is our Classroom

At Hope Community School we recognise that children learn in many different ways, in many different places and with many different people. We believe children should be enabled to learn in the way that suits them best. Resources are widely available and accessible so that children can choose where and how they learn for themselves.

We encourage children to learn together and work collaboratively to find a solution to a problem. We use peer mentoring as a way of supporting personalised learning so that children take responsibility for their own learning. This means our children support one another in many ways.

Children at Hope Community School are encouraged to be role models for younger children, both in their behaviour and also in their learning. We believe that children of all ages can learn from one another.

We invite a wide range of visitors and experts to our schools to speak to the children in assemblies or work alongside in class. In addition to our in-house enrichment activities, we also use our local environment and go on educational visits to support and extend learning and foster opportunities for writing.

We have many links and effective partnerships with outside agencies and local secondary schools. This offers children a wide range of extra opportunities, which enhance and enrich the curriculum through access to specialist teachers, resources and learning environments. We also offer a range of out-of-school and activities as part of our extended day.

6. Planning in Reception

- The half-termly overview maps out the weeks with possible areas for coverage including planned special events, visits, visitors etc.
- learning objective focus using creative starting point/book focus etc and some activity ideas.
- Daily planning with adult focus – PSE, C&L, Maths, PD, differentiation, targeted activities and children, phonics focus, story focus, outdoor learning opportunities, observation and assessment focus and evaluations to feed next day planning.

7. Planning for Years 1 to 6

Teachers plan on a half-termly, weekly and daily basis. Planning is guided by the National Curriculum and the expectations of the end of Key Stage 1 and Key Stage 2 statutory assessments and the phonics screening tests, the agreed Hope Community School Curriculum and other relevant national guidance. We use an agreed format for medium term planning.

In planning, teachers identify the learning intentions for children in each area of learning. These are differentiated to meet the needs of individual children and for groups of children of different abilities.

In identifying learning intentions, and the activities, which will secure identified outcomes, teachers use assessment for learning to ascertain the ability levels and understanding of children in their class. Teachers plan for assessment for learning/different ways of learning alongside each area of learning on their weekly plans.

8. Learning

We are committed to personalised learning for all children. Personalisation is the key to tackling the persistent achievement gaps between different social, ethnic and educational groups. It requires a tailored education for every child and high quality teaching that is responsive to the different ways in which children learn and achieve their best. It means taking a positive approach to each child's learning and shaping teaching around the

different ways in which children learn in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging children, and their parents, as partners in learning.

We provide a curriculum, which is broad, rich, inclusive and relevant. The main focus is to create an achievement culture, providing the right opportunities, with support and encouragement to each child in order to develop a desire to learn and to achieve as much as possible. We present children with learning that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence. We celebrate both effort and achievement across the curriculum.

We aim to make learning vivid and real, developing understanding through enquiry, creativity, e- learning and problem solving, within and beyond the classroom. We make learning an enjoyable and challenging experience, using a variety of teaching styles and matching tasks to learners' maturity and preferred learning styles.

We enrich the learning experience by making links across the curriculum. We make appropriate provision, which stretches children in areas of strength and develops them in areas of relative weakness. Staff aim to support

Children:

- By identifying areas of development and how to further their learning.
- By developing skills for collaboration through learning in a mutually supportive environment.
- Promote children to have high expectations of their own development as a learner.

Families:

- receive regular updates that provide a clear understanding of what their child can currently do, how they can progress and what help can be given at home
- are engaged with their child's learning
- are confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- have the opportunity to play an active role in school life and know that their contribution is valued

Teachers and support staff:

- have high expectations of every learner, and use a range of teaching strategies to give them the confidence and skills to succeed
- have access to and are able to interpret data on each pupil to inform teaching and learning
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and how best to address those needs and engage them
- are able to work collaboratively to provide a holistic, tailored educational provision for all their children
- put personalised learning at the heart of their vision for transforming teaching and learning

- accept and assume that every child comes into the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations.

9. Assessment

At Hope Community School we assess every child to build a picture over time of their progress and/or achievement in learning. Information about **how** the child learns, as well as **what** the child learns shapes this picture. We use the information to identify and celebrate current learning and also to provide children with appropriate support for future learning.

All teaching staff assess each child in their class. This information is collected centrally and the data collected is used to monitor progress and achievement across the school. We track individual children as well as groups of children, so that we can identify any significant gaps and address ways to close those gaps.

The assessments are informed by a range of evidence: both in conversations and written outcomes and all adults involved in the learning process contribute and support the judgement to give an accurate picture of the learner.

10. Starting the assessment process Baseline Data in Reception

- Initial information is gathered at a parent/carer and child introduction meeting either at home or at school, from observations taken during the child's first few weeks in school, as well as any information sent from the child's previous nursery or pre-school.
- This information is used to start monitoring the child's development on the electronic foundation stage profile or using the EYFS scale point document. This first assessment will be the child's starting point or 'baseline'.
- Regular observations of all learning areas are taken by staff and added to the child's individual profile folder. These, plus samples of work and other teacher assessments, are used to track the child's development on an electronic EYFS profile system.
- This system enables us to moderate and monitor progress regularly.
- Further meetings with parents and carers are held during the child's time in the reception class to discuss the child's development and to agree next steps for learning.
- At the end of EYFS reception the electronic profile tracking is used to provide us with the end of profile score for each child.

11. Assessment in Years 1-6

Assessment is used to identify and celebrate achievement, in addition to identifying gaps in children's learning.

12. Assessment for Learning

Formative assessment or assessment for learning promotes future learning.

It means:

- focusing on how learners learn
- involving both teachers and learners in reflection, dialogue and decision-making.
- measuring the impact of teaching on learning
- looking at what the child has learnt, to what extent and deciding next steps
- using assessments to inform the next steps in the learning process by
- changing
 - modifying
 - reinforcing,
 - redesigning
 - rethinking
 - re-resourcing

Assessment for learning

- takes account of learner motivation
- creates opportunities for self and peer assessment
- ensures assessment criteria are understood by the learner
- gives examples of how success criteria can be met in practice
- gives two-way feedback, learner to teacher and teacher to learner
- can be oral or written, short term or medium term

Assessment for learning is evidenced by:

- Reflection
- Drafting
- Profiling
- Revisiting
- Revising
- Exploration
- Editing
- Interaction and collaboration
- Talk
- Pupils' designing own tasks
- Pupils' self evaluation
- Pupils' improved self-esteem
- Finished product, influencing performance

Self-assessment enables the active involvement of pupils in their own learning by providing effective feedback (and feed forward), which closes the gap between present performance and future standards required.

We help children towards self assessment by:

- encouraging children to review, edit or mark their own learning for accuracy
- building into lessons time for reviewing and revisiting learning
- building into lessons time for children to read and acknowledge comments
- having class discussions
- sharing evidence of learning in progress and emphasising ways to improve it
- marking learning alongside the child
- using peers and response partners to evaluate or edit learning in progress
- providing formats for the learning which enable the child to see how to meet the learning intentions of the task

We evaluate children's learning to:

- find out what a child knows, understands or can do, in order to plan and facilitate the next achievable step in their learning
- value and reflect upon both the process and the product of learning
- recognise that success criteria can relate to either process or product or both
- make time to reflect upon one's own learning and the learning of others
- enable children to develop their own criteria for success
- provide opportunities for consolidation, review and new learning
- enable children to reflect on themselves as active learners, developing their ability to make choices about what helps them to learn best.

Summative assessment summarises the development of learners at a particular time. For example, after a period of learning, e.g. a unit for two weeks, the learner may be tested and then the teacher marks the test and assigns a score. This test would summarise learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.

We use the results of tests to support teacher assessment.

Through teacher assessment we are able to:

- track and monitor the performance of the school / each child / year group / particular groups
- identify those who are at risk of under-achievement
- identify whether children are appropriately identified for learning support
- identify particular strengths or weaknesses in the teaching and learning of subjects or certain aspects of subjects.
- Identify next steps in the learning

13. Tracking Systems

We use a tracking system to help all staff to manage pupil attainment data more easily. It provides a picture of the current situation in terms of attainment and progress right across the school and also across cohorts, subjects and different pupil groups and for every individual pupil. The data is used to evaluate performance, to plan interventions and to target resources, training or support. It is also used to identify and monitor children needing learning support.

14. Responding to learning

We recognise that a key element of 'Assessment for Learning' is responding to children's learning, giving constructive and meaningful feedback and commenting in a way that helps children to move on and make the next step.

Responding to the child's learning is not solely the job of the teacher but of any adult working with the child, for example the TA should respond to the learning of the children working in their group. Responding to learning can be verbal or written and children should experience both.

Quality feedback marking does not involve marking every piece of work that a child produces as this is labour-intensive for the teacher and often overwhelming for the child. Equally, comments like 'lovely' and 'good work', 'I liked the part where the boy helped the dog', does not help the child to understand how they can improve and move onto the next stage in their learning. Marking like this does not help a child it just shows that the work has been looked at.

Quality marking is about 'closing the gap' to help the child understand how they can move forward from what they have done to what they could do. It should:

1. Show success
2. Indicate improvement
3. Give an improvement suggestion
4. Provide or create the opportunity to make the improvement

It is very important that we create the opportunities for children to have audiences and respondents to their learning beyond the teacher. If the only person who looks at and responds to a child's work or learning is the teacher, then children do not learn from each other or from the process or from their own evaluation and thoughts and ideas.

Children should be given opportunities to share their work widely with different audiences; their peers (paired/shared learning), other adults working in the classroom, at home, as well as self evaluate – to refine, improve, extend their learning. This happens before the teacher 'marks it'. This works particularly well with writing or research or planning an investigation or describing an event... where other's ideas and self editing is an important part of the process.

With young children, with some children with special educational needs and for practical subjects these prompts can be used orally, there and then.

15. Record keeping and collecting evidence

Teachers keep formative assessment reading records to enable a cohesive, continuous approach to pupils' reading progress.

Evidence collection is a significant way in which teachers and other adults assess their learners. Evidence can be collected in a variety of forms e.g.

- collecting work samples
- a learning walk
- pupil interviews
- informal lesson observation
- part of a professional conversation

The process should always be supportive and have an impact.

16. On line digital platforms

Each child is given access to a range a number of online learning platforms which support home learning.

These learning platforms broaden and link classroom and home learning together.