



## Teaching, Learning and Assessment Policy

Date of approval: January 2024

Review by: January 2027

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*Educating through faith, hope and love.*

St Luke's Church of England School  
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### Our Christian Vision

St Luke's Church of England School is a school for the whole community. Our vision has Jesus' promise "*I came to give life—life in all its fullness*" at its heart (John 10:10). We believe that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose. Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being.

We serve local children, parents and the community within the context of Christian belief and practice. Each term we focus on a different set of core Christian values which supports this vision and helps us to create an environment where everyone is valued equally.

### Early Years Foundation Stage

Children in Reception Class follow the Early Years Foundation Stage Curriculum. This learning challenges children and encourages them to develop into independent, motivated learners and thinkers; full of curiosity about the world around them within a fun, happy and secure environment.

Our Early Years Foundation Stage curriculum is based on seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Maths
- Literacy
- Understanding of the World
- Expressive Arts and Design

### Key Stage 1 and 2

St Luke's CE School follows a two-year curriculum cycle based upon the subjects within the National Curriculum from Year 1 to Year 6. Our curriculum design is based firmly on the principles of excellent learning matched to the specific needs of the children in our school.

Each class is taught through an integrated, thematic approach which enables us to provide meaningful and cross-curricular learning experiences for our children, and enable them to make connections with the world around them.

The promotion of personal and social development is embedded within the curriculum and based upon our core Christian values of "*faith, hope and love*".



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## Roles and Responsibilities

At St Luke's CE School, teaching and learning is a shared responsibility and all members of the school community have an important part to play. This partnership is reflected in our home school agreement.

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

- fostering and promoting good relationships and a sense of belonging to the school community;
- providing and maintaining 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.

### **Leaders will endeavour to:**

- ensure that there is a clear intent to demonstrate a rich and varied curriculum by raising and maintaining the profile of their curriculum area(s) across all key stages;
- ensure that this intent is implemented through monitoring the planning in their curriculum area(s), and making sure that it demonstrates the whole-hearted engagement of pupils through an emphasis on learning processes rather than over-concentration on outcomes;
- monitor the impact of teaching and learning within their curriculum area(s), thereby encouraging every child to develop detailed knowledge and skills across the whole curriculum;
- encourage and maintain high standards of behaviour and attitudes in pupils by purposely and consistently modelling high expectations of these, and actively demonstrating our core Christian values of Faith, Hope and Love.
- develop the skills and knowledge of all teaching staff through regular and focussed continuing professional development.

### **Teaching staff will: endeavour to:**

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- consider the needs of each individual child in their planning and teaching;
- 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.



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### **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 any necessary equipment;
- supporting the behaviour policy of St Luke's CE School and its implementation;
- 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 well-being, progress and behaviour;
- support the school's homework policy and give due importance to any homework set;
- 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;
- conducting themselves in line with the school's behaviour policy;
- taking an increasing responsibility for their own learning.

### **The community is invited to support the school by:**

- contributing to activities, such as reading, 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;

## **The Learning Environment**

### **Creating a Positive Physical Learning Environment**

At St Luke's CE School, we believe that our classrooms and communal areas should offer a tidy, welcoming and purposeful environment for children and adults to work in and should actively reflect and promote the teaching and learning currently taking place. The physical environment should mirror the behaviour and attitudes that teachers wish to see in their pupils.

#### **In every classroom:**

- Furniture should be organised so that it is safe and easy to move around the room
- Children should be seated so that the teacher or teaching assistant has an uninterrupted view of them at all times.



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- Tables and chairs should be positioned to allow children to work well individually, in pairs and in groups
- Resources should be neatly organised and clearly labelled to allow children to access them easily and independently.
- Children should be taught to respect and take care their learning environment, including equipment and resources, and reflect our Golden Rule '*We look after our school*'.
- Every surface should be a learning surface, and if it is not being actively used for learning should be kept free of clutter.

### Displays

At St Luke's CE School, we believe that displays should be used to support, extend, reflect and celebrate the learning taking place in the school. Displays should be kept relevant to the children by being updated and should be replaced completely each term.

Displays may take the form of:

- Working walls – an ongoing log of the learning journey the children are on
- Stimuli for learning – posters, questions, books, artefacts
- A celebration of work

When creating a display, these guidelines should be followed:

- Boards should be neatly backed and bordered
- Each piece of work should be neatly mounted and labelled with the child's name on the mount, *not* the work itself
- An introduction or blurb should explain about the learning on display
- Captions, subject-specific vocabulary and questions should be used to extend learning
- All writing should be in a clear, typed font or neat, cursive (or in EYFS pre-cursive) handwriting.
- Photographs could be included to record the process of the learning
- Any fabrics and soft furnishings should be washed regularly

Each classroom should have a dedicated space for the following:

- Maths working wall
- English working wall
- RE display
- Prayer or reflection area (this may be linked to the RE display)
- Topic/Science display
- Reading area
- Golden Rules
- House Teams
- Behaviour chart
- E-Safety Rules

The physical learning environment is monitored regularly by the SLT, subject leaders and external advisors as part the school's termly work scrutiny and teaching and learning reviews.



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## Creating a Positive Emotional Learning Environment

At St Luke's CE School, our overarching Golden Rule is *"Treat others as you would like them to treat you"* (Luke 6:31). We have high expectations for children's behaviour towards their learning and that of other members of the school community, and we expect all our adults in school model this at all times in the words they use and the body-language they employ. Further details of how we create and maintain a positive emotional environment for learning at St Luke's can be found in the school's Behaviour Policy and in the Staff Conduct section of the Staff Handbook.

At St Luke's, we encourage children to have a growth mindset and to see challenges not as barriers to their learning but as obstacles that they have not yet overcome. Teaching staff should approach children's misconceptions as a natural consequence of new learning, and use them as a springboard to deepen children's understanding.

In order to maintain a healthy emotional environment in the classroom, teaching staff should:

- create an environment in which risk-taking is accepted and there are no 'put-downs' from other pupils when mistakes are made, reflecting our Golden Rule 'We listen to each other'.
- plan for activities that serve to develop an atmosphere of cooperation, support and trust and explicitly teach students how to **give** feedback and how to **receive** feedback
- model the process in a very explicit way, articulating for pupils what they are doing and drawing attention to the language they are using
- ensure that the physical configuration of the classroom should lend itself to pupils working together in pairs and groups, which in turn facilitates exchange of information and peer feedback whilst retaining a full view of all of the children
- help older children to have a basic understanding of learning styles to assist them in understanding that not everyone learns in the same way, and that different ways of learning are more or less effective for different people.

## Celebrating Learning

At St Luke's CE School, we celebrate the children's learning in a variety of ways:

- Children are given verbal and written praise as an immediate recognition of their achievement in or positive approach towards their learning
- Excellent work or attitude may be rewarded by a Head Teacher's Award sticker
- At our weekly Friday assemblies, teachers nominate children for Golden Book awards which recognise both academic achievement and positive behaviour for learning
- Nominations are shared in our weekly newsletter, along with photos of outstanding learning across the school.



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### Reading at St Luke's CE School

At St Luke's CE School, we believe that it is important that children learn to read fluently as quickly as possible, so they can begin to gain knowledge for themselves. We also believe that the personal satisfaction and fulfilment that reading brings has value in its own right and reading for pleasure has a high profile at St Luke's.

At St Luke's, we believe that all our children can become fluent readers and writers. We teach reading through *Little Wandle Letters and Sounds Revised*, a systematic and synthetic phonics programme. We start teaching phonics quickly in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We also model the application of phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. Throughout the school, we have a strong focus on language development and vocabulary enrichment for our children because we know that speaking, listening and precision in language use are crucial skills for reading and writing in all subjects.

In Reception, children will be given a fully decodable reading book which will support them in practising and blending the sounds they are learning in school.

By the beginning of Key Stage 1, children are growing in their phonics knowledge, and alongside their phonetically regular book they will also bring home a banded reading book to help them to develop other skills essential to reading and help bridge the gap into richer reading.

In Key Stage 2, children are taught to become more independent when choosing a book, and adults will guide them to choose an appropriate text from a range of different genres and authors.

### **Reading Books**

We use fully decodable phonics reading books which are closely matched to the children's phonics knowledge. Alongside this reading practice book, children in Reception and Year 1 also take home a sharing book to develop their reading for pleasure. When children are secure in Phase 5 of our phonics programme, we provide a wider range of banded books to help them to develop other skills essential to reading such as inference and prediction, and to help bridge the gap into richer reading.

In Key Stage 2, the children's reading choices continue to be supported by our teaching staff to ensure that they are reading with the right amount of challenge and across a range of genres.



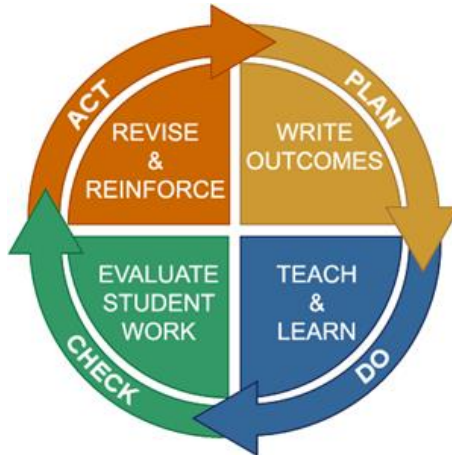
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### Planning, teaching and assessment

At St Luke's CE School, we recognise that planning, teaching and assessment are part of an important and ongoing cycle to ensure that our provision for learning is relevant and progressive for every child at every stage of their learning journey.



### Planning

At St Luke's CE School, we follow the National Curriculum Programme of Study for Years 1-6. In Key Stage 1 and Key Stage 2, our children are taught in mixed age classes (Year 1/2, Year 3/4 and Year 5/6) and teachers plan using objectives from both year groups to ensure that learning provides appropriate challenge and a two-year rolling curriculum ensures that children do not repeat topics.

Teaching and learning in Reception Class follows the Early Years Foundation Stage Programme of Study and Development Matters.

Our RE teaching and learning for all children in Reception to Year 6 follows the LDBS Scheme of work.

### Effective Planning for Learning

We acknowledge that children learn in many different ways and take account of a range of learning approaches when planning our teaching.

Planning should make provision for:

- asking and answering questions;
- research and finding out;
- investigation and problem solving;
- debates, role-plays and oral presentations;
- designing, making and creative activities;
- participation in athletic or physical activity.





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- the use of ICT and multi-media activities (e.g. visual representation and responding to musical or audio material)
- fieldwork and visits to places of educational interest;
- individual learning;
- paired learning;
- group learning;
- whole-class learning;

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

### Long, Medium and Short-term planning

Teachers plan for all subjects and planning is monitored regularly by members of the senior leadership team and subject leaders. All planning should be saved onto the central school server so it is readily available both for internal scrutiny and for any teachers required to cover a class.

Teachers should ensure that their planning is made available to all the adults working in the classroom so that everyone is clear about their role and focus at each point in the teaching day.

At St Luke's CE School, teachers plan at three different levels:

**Long Term Planning:** *to provide for broad and balanced teaching and learning using the National Curriculum and the Early Years curriculum and the LDBS syllabus for RE.*

At St Luke's CE School, long term planning is recorded in the form of Curriculum Maps which are also published on the school website.

**Medium Term Planning:** *to provide a teaching framework for the term or half-term for all subjects.*

At St Luke's CE School, medium term planning is recorded on a standard St Luke's template and should show clear learning objectives and success criteria, an overview of activities, links with visits and any additional support that pupils may require in order to access the learning. An overview of the medium-term planning is shared with parents and carers in a termly Class Curriculum Newsletter.

**Short Term Planning:** *to provide a progression for the week's lessons and allows ongoing assessment for learning to inform future planning.*

At St Luke's CE School, a weekly, short term plan on a standard St Luke's template is required for English (including spelling and phonics), Maths and EYFS. It should include clear learning objectives broken down into success criteria; a description of learning activities and a list of resources needed; any additional provision that will help pupils access the learning; and how adults will be used throughout the lessons. It will usually include planned-for mini-plenaries or plenary at the end of the lesson. Smart Notebook or PowerPoint slides may also form part of the short-term planning.



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### Learning Objectives

Every lesson should have a clear learning objective (LO) which closely links to the relevant National Curriculum objective for the subject being taught. The learning objective should be shared with the children and either stuck or written into the child's book at the start of each learning session.

### Success Criteria

The purpose of success criteria is to break down the learning objective into manageable steps to enable children to work independently and know what they need to do in order to achieve. Success criteria can be planned prior to the lesson or generated with the children. They should be visible to all children during independent work. The success criteria should be referred to throughout the lesson and oral reminders and prompts given if needed.

### Plenaries

Plenaries (at the end of a lesson) and mini plenaries (part way through the lesson) are used as a time to reflect, self-evaluate and extend the learning that has taken place. By referring back to the success criteria, children should be able to identify what they have learned, what they may need more help with and what key things they must remember for next time. Plenaries can also be used to give children the opportunity to recognise the learning when presented in another way, or apply it to a new situation.

### Marking of and Feedback on children's learning

At its most basic level, reading and marking a child's work lets them know that their efforts have been recognised.

Marking should also be part of teachers' ongoing assessment for learning by giving an indication of the learning that has taken place and informing future planning.

Intervention marking and feedback can be a powerful tool to help a child reflect on their learning and provide them with the opportunity to deepen and extend their learning and a further chance to improve their work.

The most effective feedback is immediate, when the learning is still fresh in the children's minds. It may take place as a response to an individual's work or during group guided sessions. However, some feedback will take place as distance marking.

### Acknowledgement marking

All pieces of work should be acknowledged by a teacher or teaching assistant with a brief comment or sticker/ stamp, and the learning objective annotated as met, not met or partially met (M/NM/PM).

Written comments on children's work should:

- recognise children's achievements
- relate to the planned learning objective
- be legible and clear in meaning



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Sometimes work might be discussed and assessed verbally, and this should be annotated (VF) or stamped to show this.

Where relevant, children's learning should be also be annotated or stamped to indicate the level of support the children received:

T = Teacher Assisted: The child has been given direct assistance by the teacher.

TA = Teaching Assistant Assisted: The child has been given direct assistance by the teaching assistant.

I = Independent: The child has worked without adult intervention.

### Self- and Peer-marking

As they progress through school, children should be encouraged to reflect on the success of their own and other children's learning. These skills need to be taught and, depending on the age of the child and the learning taking place, feedback could be verbal or written. If work has been self- or peer-marked, it should be annotated to indicate this (SA/PA)

### Intervention Marking

As a guideline, **at least one piece of English writing and two pieces of Maths** should be 'in-depth marked' with 'next steps' each week. At St Luke's CE School, we think about next steps as a way to *support, consolidate, accelerate and challenge* each child.

*"To be effective, feedback should cause thinking to take place."* Shirley Clarke

Teachers should plan time for the children to respond to their next steps and should acknowledge the response given.

## Assessment, Recording and Reporting

### Assessment

At St Luke's CE School, we recognise the value of both formative and summative assessment as a crucial tool in knowing where each child is with their learning, and what their next steps should be.

Our assessment:

- gives **children** an understanding of the next steps needed to extend their learning.
- gives **teaching staff** the detailed knowledge of their pupils' understanding and achievements, which they can use to inform their immediate and long-term planning of teaching and learning.
- gives **parents** regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children.
- gives **school leaders and governors** information that they can analyse and use to make decisions about future actions to improve standards of teaching and learning in the school.



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- gives **external agencies and partners** (such the LA, LDBS, DfE and Ofsted) the evidence that a school knows its pupils well and sets and maintains high standards in teaching and learning.

**Formative assessment**, or assessment **for** learning, is a method of assessing pupils while learning is happening, rather than at the end of a topic or sequence of lessons.

At St Luke's, formative assessment is conducted through a variety of methods, such as:

- recap starter activities
- targeted questioning
- activities, games and quizzes
- marking of children's work
- listening to children's responses in group work
- peer and self-assessment

Formative assessment is integrated and ongoing and, in evaluating the learning that has taken place, teachers can amend and tailor their future planning and teaching.

**Summative assessment** or assessment **of** learning gives a picture of children's knowledge about previously learned topics or concepts. At St Luke's, summative assessment in the core subjects takes the form of:

- end of unit assessments in RE and Science
- end of term assessments in Maths and English.
- statutory assessments (see below)

Summative assessments should:

- provide a 'snapshot' of a child's attainment at a given point in their learning journey;
- be used alongside ongoing, formative assessment to give a full picture of a child's attainment and progress over time;
- provide an opportunity (through question analysis) to identify the gaps in learning for individuals or groups;
- inform the teacher as to how a child approaches questions when working independently;
- inform the teacher as to how a child applies their learning to different situations;
- provide an opportunity to teach children how to access test questions so they can approach them with confidence and use them to 'show off their best learning';
- help children to become comfortable with testing and thus prepare them for their school routine in secondary education and beyond.

In preparation for these more formal assessments, teachers should consider what support the child might need in order to give them the fairest chance of success. Such considerations might include the time of the day/ point in the week the assessment is administered, where the child is seated and how adults can be used to help the child to access the test comfortably.



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### Statutory assessments

Statutory, formal assessments measure attainment and progress of the children at our school against local authority and national standards.

These statutory assessments that take place at St Luke's are:

- **Reception Baseline Assessment (within the first six weeks of a pupil starting Reception)** - an age-appropriate assessment of early mathematics and early literacy, communication and language. The assessment has two components, each consisting of practical tasks using physical resources. DfE will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of pupils from reception until the end of key stage 2.
- **Phonics Screening Check (end of Year 1)** – assessment of the children's phonics decoding skills
- **Key Stage 2: (end of Year 6)** - one English reading paper; one English grammar, punctuation and spelling test and three Mathematics tests (one arithmetic and two reasoning). Writing over a range of genres is assessed through teacher assessment.

### Recording attainment and progress in learning

The attainment of each child is measured by a combination of formative, summative and statutory assessment and discussed by class teachers and the Senior Leadership Team at termly Pupil Progress meetings.

At these meetings:

- A judgement is made as to whether the child is considered to be: beginning the curriculum; working within the curriculum; or working securely at the curriculum.
- Progress from their last set of data is measured. The expectation is that most children will make *at least good progress* across the year;
- End of year targets are set.
- Individual barriers to learning are identified and appropriate support is put in place.

At St Luke's, we use Tapestry to track each child's attainment and progress throughout the Reception Class and Target Tracker to track attainment and progress in KS1 and KS2.

### Reporting to Parents

At St Luke's CE School, we believe that teachers and parents should work together to secure learning and raise standards for all children. If a class teacher or a parent has a concern about child's learning or progress, an appointment to discuss this should be made at the earliest opportunity.

Parents are invited to a Parent Consultation Meeting at the end of the Autumn and Spring term. The teachers discuss the child's individual targets based on KPIs (Key performance Indicators for their year group) and whether the child is on track to be working towards the expected standard, working at the expected standard or working at a greater depth standard by the end of the academic year.



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At the end of the Summer Term, a full end-of-year report is written and sent to parents. The subsequent Parent Consultation Meeting is an opportunity to discuss the report with the class teacher and an opportunity for parents and teachers to 'round off' the current academic year and set targets for the next academic year.

### Home learning

Home learning is set at St Luke's CE School as a way of:

- enabling parents to know what their child is learning and to support their child in this;
- consolidating and reinforcing learning carried out in school;
- providing an opportunity for children to share with their peers their learning and experiences from home;
- gradually preparing them for the expectations of secondary school.
- ensuring the children's education continues during school closures. (e.g. lockdowns, snow days)

### Work-a-Books

From Year 2 upwards, children are expected to complete activities from their 'Work-a-Books' every week.

The expectation is that all children will complete part A, most children should complete part B and, if they wish to challenge themselves further, they can also complete part C. 'Thinking Tasks' may also be set occasionally. Children are also expected to practise number facts and spelling patterns regularly.

Occasionally children may be given a home learning project to complete, which provides an opportunity for children to discuss and extend their learning beyond the classroom.

### Reading at home

In order to support the development of reading, parents or carers are strongly encouraged to read with their children for at least five minutes every day and discuss what is being read. Parents and carers (and children once they are able) are encouraged to record what they have read, and any learning or challenges, in their reading records which should be brought into school every day.

*"For the Lord gives wisdom, and from his mouth come knowledge and understanding... Then you will understand what is right and just and fair." Proverbs 2:6,9*



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### Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website. This policy has been agreed by the Head of School and the Governing Body.

Headteacher's signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors' signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date: \_\_\_\_\_