



"A small school with a huge heart."

Buildwas Academy

Teaching, Learning and Assessment Policy

Reviewed: June 2026

Review: June 2027

Statement of intent

At Buildwas Academy we aim for all our children to leave equipped with key skills, which enable them to be kind, resilient, independent, respectful, courageous and honest individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer. We place emphasis on a curriculum that develops the whole child.

Aims

This policy aims to clarify for all practitioners the school's expectations in provision and practice. This focuses on planning, monitoring and evaluating the effectiveness of teaching and learning and methods of assessment in order to raise academic success for all pupils.

Rationale

We place emphasis on a curriculum that develops the whole child. We do this by:

- offering a context rich curriculum
- having high expectations of all pupils
- pupils having a broad and balanced curriculum offer
- ensuring the curriculum offer is implemented in a consistent manner
- delivering lessons that are sequenced and build on prior knowledge
- pupils knowing more and remembering more
- pupils having a clear purpose for their learning and understand how it equips them in their future lives
- pupils being given opportunities to independently use and apply the skills they have learnt across a range of subject areas
- having a clear pedagogy of learning through observing, questioning, modelling and demonstrating that offer children support and challenge
- offering pupils opportunities with an element of choice, in order to lead their own learning
- learners working collaboratively, independent of the teacher to achieve outcomes
- learners not being afraid to make mistakes and being encouraged to learn from them.

Creating the conditions for learning

The main elements in creating the conditions for learning include:

- the development of positive relationships
- developing pupils' positive attitudes to learning
- clear, consistent and communicated planning for learning so that pupils understand where they are in their learning and know their next steps
- an enabling learning environment which is well resourced
- positively listening and valuing each other's opinions
- collaborating and negotiating with others

Displays and Learning Walls are updated on a regular basis and relate to the current learning and units of work being taught. They are interactive in order to model, demonstrate and support good practice, relate to the children's current learning and celebrate pupils' achievements. (Appendix A - staff agreement on working walls)

Relationships

Positive working relationships are established when:

- everyone is treated with kindness and respect
- individuals with different needs are recognised
- everyone is treated fairly
- an emotional environment is created that is welcoming, safe and where children can take risks
- children are motivated, inspired, engaged and challenged as learners
- achievements are celebrated
- a nurturing curriculum exists that builds self-esteem and encourages pupils to value themselves and each other as learners
- a learning community is established that raises aspirations for lifelong learning
- teaching is conducted in an atmosphere of trust and respect for all.

Our school core values (kindness, resilience, honesty, courage, respect and independence) are used to build a positive learning culture and to support the personal development of pupils.

Quality first teaching

Teachers:

- demonstrate deep knowledge and understanding of the subjects they teach and are supported by the subject leaders, policies and progression documents linked to that subject area
- use targeted questioning effectively
- identify pupils' common misconceptions through adaptive teaching
- plan lessons very effectively, making maximum use of sequenced learning to ensure progression
- provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely
- provide pupils with insightful feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills
- support all pupil, and additional support is given where needed.

Pupils:

- love the challenge of learning and are engaged learners
- are curious, interested learners who seek out and use new information to develop consolidate and deepen their knowledge, understanding and skills
- thrive in lessons and regularly take up opportunities to learn through extracurricular activities
- are eager to know how to improve their learning.
- They capitalise on opportunities to use feedback, written or verbal, to improve.

Parents:

- are provided with clear and timely information on how their child is progressing and how their child is doing in relation to the standards expected.
- are given guidance about how to support their child to improve.

The impact of teaching, learning and assessment is regularly monitored, and staff receive verbal and written feedback on strengths and areas for development.

Planning for effective learning and teaching

Curriculum maps set out the areas of the curriculum to be taught over the year and are reviewed annually. At Buildwas we have a two-year rolling curriculum map to ensure coverage and progression.

Subject leaders are aware of developments in their subject in order to lead the subject and adjust documentation in line with KS2, KS1 and Foundation Stage requirements. The units of work link through different subject areas with practical experiences to stimulate pupils' development.

Progression documents have been developed across all subjects. The progression documents are then used to support planning each half term.

Short term planning in the form of PowerPoints is completed for English, Guided Reading, Phonics and Mathematics on a weekly basis utilising the progression documents. It sequences a series of lessons with identified learning objectives and success criteria and shows how these support pupils in working towards expected standard.

Teachers plan for the most effective use of additional adults from the outset of the lesson. This may be to support individual or group discussions or to pre-tutor a group of pupils.

Knowledge organisers

A knowledge organiser is a document that contains key facts and information that the children need to have a basic knowledge and understanding of a topic.

Knowledge organisers are used for all foundation subjects.

Progress within a Lesson

During the lesson, there will be a discussion about the sequence of learning, learning objective, context, or links to other subject areas. Teachers will introduce how the work links to pupils working toward the national standard and greater depth.

An Assessment for Learning (AFL) opportunity is used so that the teacher questions and observes the pupils in order to assess their understanding. Often the AFL is recorded in the pupils' books.

This gives an indication of their understanding, which is used to shape the next steps in teaching and learning and to adapt the teaching in terms of what needs to be modelled for the pupils or to challenge misconceptions. The teacher will summarise what they have observed and feedback to the pupils any issues they noticed. Teachers might challenge some pupils' understanding or use pupils' responses as examples. This gives some time for the pupils to reflect on their own response. From what has been observed, teachers may regroup the pupils.

Teaching is adapted following formative assessment and tailored targeted support is used so all children make progress within the lesson. Open ended questions encourage pupils to give extended answers to explain their understanding and to develop reasoning skills. These can be used to encourage pupils to explain and share strategies in mathematics or offer a viewpoint.

Adults are skilled in targeting their questions to assess pupils' knowledge and understanding. The success criteria support the pupils in understanding how they can achieve the learning objective. They focus on target areas of learning that reflect the knowledge, conceptual understanding and skills.

In some cases, the success criteria may be made up of purely skills-based statements e.g. when establishing a process.

Adaptive Teaching

Through adaptive teaching, learning is supported through:

- using models and images and interactive resources
- opportunities for consolidation and practice
- providing a challenge to extend the learning
- addressing misconceptions
- encouraging pupils to work independently at their own pace
- open-ended tasks with elements of choice and opportunities to apply newly learnt skills in order to develop reasoning and enquiry or to develop the use and application of skills.
- questioning used to promote dialogue to develop talk for learning.
- opportunities for pupils to work collaboratively to achieve a shared outcome.

Prompts, word banks and learning walls are used to support all pupils. The adults will monitor the progress the pupils are making throughout the lesson.

Towards the end of the independent session, pupils may be asked to identify where they have met the learning objective using the success criteria and then to identify a part to be improved or developed. Self-assessment or peer discussions are used as the vehicle for this assessment and improvements are either made there and then or used as a focus for the next learning step. Pupils are encouraged to edit and improve their work using a purple pen to show where they have made improvements.

Assessment

Teachers and support staff assess pupil learning and progress as an ongoing process within the lesson and over time.

This is evaluated by three main forms of assessment.

- Formative assessment - used on a day-to-day basis. Teachers use this to adapt learning through the lesson and to plan the next lesson.
- Summative assessments - at the end of a unit of work or at key points throughout the term.
- National tests and assessments set by the Government to compare children's achievement from school to school.

(Appendix B - Assessment at Buildwas Academy for how formative and summative assessment take place.)

There is a clear set of expectations, for each subject for pupils to achieve in order to reach the National Standard and Greater Depth for their year group. Teachers assess pupils using the methods above to ensure that pupils are making good and outstanding progress.

In English the teachers use a grid to highlight where the children have achieved the learning expectations with links to the pupil's work. Dates are used to show these links.

The assessment system the school uses is Insight.

Judgements are made along PUMA and PIRA for years that do not contain a Key stage national assessment.

Moderating judgements

Opportunities are planned within school for teachers to share pupils' work to check and compare that judgements are consistent.

Opportunities are planned between schools for teachers to meet to compare assessment judgements with other schools within our MAT.

Monitoring and Evaluating Learning

The curriculum, planning, teaching and learning and assessment arrangements are monitored and evaluated through an annually agreed monitoring cycle.

Senior leaders including governors monitor the progress pupils make within a lesson and over time through:

- Lesson observations
- Learning walks
- Book scrutiny
- Pupil Voice
- Moderation of assessment judgements
- Collation and analysis of data
- Year group data analysis action plans
- Reviews of Learning plans for pupils with SEND
- Link governor monitoring visits with subject leaders
- Pupil progress meeting

Feedback from this monitoring is shared with staff and governors to document the impact of teaching, learning and assessment and to plan whole school development. This information is used to inform the School Development Plan.

The role of Governors

Our Governors determine, support, monitor and review the school's approach to teaching and learning.

Link governors work with senior leaders and subject leaders to monitor or evaluate the learning in school. They work with leaders to carry out learning walks, look at pupil's books and meet with pupils to discuss their learning in a range of

subject areas. Link governors will complete a Note of Visit to share the impact of their work in school.

Governors:

- set a budget to allocate resources (staff and equipment) effectively
- carry out annual audits of the school building and premises to support teaching and learning
- monitor the impact of training (CPD) and our performance management
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, including termly reports from the head teacher and feedback from subject leaders
- track the progress of all groups of pupils including vulnerable learners
- evaluate the use of the PPG funding to ensure that this is used effectively.

Parents and Carers

Parents and carers have a fundamental role to play in helping children to learn.

The school informs parents about what, and how, their children are learning by:

- inviting parents to consultation meetings to discuss progress and Learning Plans
- conducting surveys
- using the school website to inform parents about what their child will be studying during that term at school
- providing annual reports for parents in which we explain the progress made by each child, and indicate how the child can improve further
- providing parents with a parental school agreement form at the beginning of each year. (Appendix C)

Appendix A

Reading corner	<ul style="list-style-type: none"> • 2x bean bags with 2x cushions • Reading corner banner/ bunting • Book of the week displayed and changed weekly • Images of books that have been read demonstrating reading journey • Key wooden Bookshelf containing books that link to theme or learning. • Bookcases should only have good quality texts with some books forward facing. The bookcase (KS2) should not be too full.
Values	<ul style="list-style-type: none"> • This should follow the main display within the hall to allow consistency and support children to know and understand the values we follow as a school • Silver border • Lettering that matches hall display • Images of each value that matches hall display • Silver straight border to be used to separate each of the values showing each value per half term. • Names of all children in class. This is to award children in class who are showing that value during the day. • Photocopy of each of the books that link to values we are teaching.
Timetables	<ul style="list-style-type: none"> • Placed somewhere central • Discussed every morning • Widget symbols used for each activity • Same background in each classroom
Behaviour	<ul style="list-style-type: none"> • Next to values display. • Gold boarder used • Traffic light display with children's names. • Key posters on whole school rules about be safe, be respectful and be ready • All displays across school should match. • Next to each traffic light section should display the behaviours relating to the colour.
Writing wall	<ul style="list-style-type: none"> • Focus words - these may be linked to high frequency, spelling or pathways linked vocabulary • Image of Pathways text (photocopy of the book) • Handwriting example • Related SPAG features • Little Wandle freeze frame • (Writing baskets - high frequency mats related to age of class and ability of children, Little Wandle sound mats, writing prompts, handwriting reminders)
Maths wall	<ul style="list-style-type: none"> • Focus words - maths vocabulary • 100 square, place value chart and numberline for the appropriate size of numbers for the year groups • Linked to current learning • Maths reasoning prompts with examples
Classroom door	<ul style="list-style-type: none"> • Class name • Teacher name, including adult timetable • PE day displayed
Science wall	<ul style="list-style-type: none"> • Heading relating to area of science currently being studied - Biology/physics/chemistry • Key vocabulary - found on Kapow • Knowledge organiser • Unit title

Appendix B

	Autumn Term	Spring Term	Summer Term
Salford Reading (1:1 with an adult) Do not award above 12 years	02/09/24 - 06/09/24 Inputted into Insight	02/01/25 - 06/01/25 (WTS and BLW children only)	28/04/25 - 02/05/25 (WTS and BLW children only)
Vernon spelling tests (Do not award above 12 years)	02/09/24 - 06/09/24 Inputted into Insight	02/01/25 - 06/01/25 (WTS and BLW children only)	28/04/25 - 02/05/25 (WTS and BLW children only)
Meet with parents of SEND children, review targets and add to Insight	16/09/24 - 27/09/24	20/01/25 - 31/01/25	28/04/25 - 09/05/25
SPELLING Statutory words from previous year This assessment is to support precision teaching (Testing sheet and a copy to go home) Testing ideas (E.g., 10- 20 words a day across 1 or 2 weeks as starters)	Autumn 1 (September) Year 2: Year 1 words Year 3: Year 1 & 2 words Year 4: Year 1 & 2 words Year 3 & 4 words Year 5: Yr 1 & 2 words (WT pupils) Yr 3 & 4 words Year 6: Yr 1 & 2 words (WT pupils) Yr 3 & 4 words Yr 5 & 6 words Identify pupils who need spelling intervention (Nessy/IDL)	Spring Year 1 : Year 1 words Year 2: Year 1 & 2 words Year 3: Year 1 & 2 words Year 3 taught words Year 4: Year 1 & 2 words Year 3 & 4 words Year 5: Yr 1 & 2 words (WT pupils) Yr 3 & 4 words Year 5 taught words Year 6: Yr 1 & 2 words (WT pupils) Yr 3 & 4 words Yr 5 & 6 words Identify pupil progress and gaps from spelling intervention	Summer Year 1 : Year 1 words Year 2: Year 1 & 2 words Year 3: Year 1 & 2 words Year 3 taught words Year 4: Year 1 & 2 words Year 3 & 4 words Year 5: Yr 1 & 2 words (WT pupils) Yr 3 & 4 words Year 5 taught words Year 6: Yr 1 & 2 words (WT pupils) Yr 3 & 4 words Yr 5 & 6 words Identify pupil progress and gaps from spelling intervention

PHONICS Little Wandle Teachers to send home feedback sheet to parents half termly, after assessments have been completed.	Autumn 1 Rec, Y1, Y2: Little Wandle Assessment	Spring 1 Rec, Y1: Little Wandle Assessment Y2 - chn still accessing phonics rapid catch up	Summer 1 Rec, Y1: Little Wandle Assessment Y2 - chn still accessing phonics rapid catch up
	Autumn 2 Rec, Y1, Y2: Little Wandle Assessment Identify pupils who need keep up intervention	Spring 2 Rec, Y1: Little Wandle Assessment Y2 - chn still accessing phonics rapid catch up Identify pupils who need keep up intervention	Summer 2 Rec, Y1: Little Wandle Assessment Y2 - chn still accessing phonics rapid catch up Identify pupils who need keep up intervention
Phonics Screening Check Check with Molly	Autumn 2 2017 past paper Year 1, Year 2 Retakes Year 3 (who did not pass) to track	Spring 1 2018 past paper Year 1, Year 2 Retakes Spring 2 2019 past paper Year 1, Year 2 Retakes Year 3 (who did not pass) to track	Summer 1 2022 past paper Year 1, Year 2 Retakes Wk. Beg* 12 th June 2023 2023 Paper - Year 1 and Year 2 Retakes Summer 2 2022 past paper Year 3 (who did not pass) to track
Year 6 SATs	Autumn 1 Reading Maths	Spring 1 Reading Maths	Summer 1 (SATs)
	Autumn 2 Reading Maths	Spring 2 Reading Maths	

YEAR 6

PAPER	ASSESSMENT WINDOW	QLA DEADLINE	PUBLICATION OF IFT REPORTS
September Assessment 2022 National KS2 Papers	9 September - 27 September 2024	Wednesday 2 October 2024	Wednesday 9 October 2024
November Assessment 2023 National KS2 Papers	4 November - 22 November 2024	Wednesday 27 November 2024	Wednesday 4 December 2024
January Assessment 2018 National KS2 Papers	13 January - 31 January 2025	Wednesday 5 February 2025	Wednesday 12 February 2025
March Assessment 2024 National KS2 Papers	24 February - 14 March 2025	Wednesday 19 March 2025	Wednesday 26 March 2025

The September and January assessments utilise the same papers as 2023-24, allowing schools to compare data with previous cohorts' performance. The 2024 National KS2 paper is chosen for the March assessments so that the most recent national paper can be used to trial access arrangements.

Year 2 SATs	2024 Year 2 SATs Autumn	2023 Year 2 SATs Spring	2025 Year 2 optional SATs Summer																
YEAR 2																			
<table border="1"> <thead> <tr> <th>PAPER</th> <th>ASSESSMENT WINDOW</th> <th>QLA DEADLINE</th> <th>PUBLICATION OF IFT REPORTS</th> </tr> </thead> <tbody> <tr> <td>Autumn Assessment PXL Autumn Diagnostic Assessment Package</td> <td>7 October - 15 November 2024</td> <td>Wednesday 20 November 2024</td> <td>Wednesday 27 November 2024</td> </tr> <tr> <td>Spring Assessment PXL Spring Diagnostic Assessment Package (NEW) or 2023 National KS1 Papers</td> <td>24 February - 14 March 2025</td> <td>Wednesday 19 March 2025</td> <td>Wednesday 26 March 2025</td> </tr> <tr> <td>Summer Diagnostic Assessment PXL Summer Diagnostic Assessment Package</td> <td>12 May - 13 June 2025</td> <td>Wednesday 18 June 2025</td> <td>Wednesday 25 June 2025</td> </tr> </tbody> </table>				PAPER	ASSESSMENT WINDOW	QLA DEADLINE	PUBLICATION OF IFT REPORTS	Autumn Assessment PXL Autumn Diagnostic Assessment Package	7 October - 15 November 2024	Wednesday 20 November 2024	Wednesday 27 November 2024	Spring Assessment PXL Spring Diagnostic Assessment Package (NEW) or 2023 National KS1 Papers	24 February - 14 March 2025	Wednesday 19 March 2025	Wednesday 26 March 2025	Summer Diagnostic Assessment PXL Summer Diagnostic Assessment Package	12 May - 13 June 2025	Wednesday 18 June 2025	Wednesday 25 June 2025
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Parents' Evenings	Before October half-time	Jan/Feb: Parent's Eve (re: Autumn data)	July: (re: reports)																
PIRA (Reading) & PUMA Assessments	02/12/24 - 05/12/24	24/03/25 - 28/03/25	30/06/25 - 04/07/25																
Deadline for Assessment data entry on Insight	09/12/24	31/03/25	07/07/25																
QA Meetings	13/12/24	04/04/25	11/07/25																
Pupil Progress meetings	16/12/24 - 20/12/24	07/04/25 - 11/04/25	14/07/25 - 18/07/25																
Writing (Each piece of writing to be assessed on paper tick-sheet)	Autumn 2 (before Christmas) 2 hot writes	Spring 2 (before Easter) 2-3 hot writes	Summer 2 (by June) 2-3 hot writes																

Appendix C



HOME - SCHOOL AGREEMENT

CHILD'S NAME

We, the ADULTS responsible for children at home and at school, want EACH CHILD to have their needs provided for; to be kept safe and healthy, to be treated with respect and care. EACH CHILD is special and unique.

We will encourage children to WORK HARD, to BEHAVE APPROPRIATELY and to take PRIDE and PLEASURE in their own and others' ACHIEVEMENTS.

We will work together IN PARTNERSHIP to help our children become confident and enthusiastic learners, who have ASPIRATIONS for future success.

Signed _____ Parent / Carer Date _____

Signed on behalf of the school Mrs Sherratt Head of School

CURRICULUM

AT SCHOOL WE WILL -	AT HOME WE WILL -
Ensure that every child is taught at an appropriate and challenging level.	Encourage our children to take part in curriculum opportunities.
Maintain an attractive environment with good resources and teach the full National Curriculum and Religious Education.	Show positive interest in our children's learning.
Extend and enrich the curriculum with visits, visitors, clubs and tuition.	Support our children's progress and development by attending parent meetings and school events.
	Provide suitable clothing for school activities.
	Ensure our children take part in PE and arrive at school with the correct PE clothing and footwear.

BEHAVIOUR

AT SCHOOL WE WILL -	AT HOME WE WILL -
Ensure children are familiar with the school rules.	Help our children to understand and follow the school rules.
Use rewards and consequences fairly.	We will ensure our child always wears the correct school uniform.
Ensure that school staff set a high standard of behaviour.	Encourage our children to care for people and things, including school property, both at home and at school.
Respect the views of children and parents and backgrounds, acknowledging the different circumstances that exist within the community.	Behave in a way that sets all children a good example. Support all school policies.
Consider and respect the feelings and property of other people in school and in the wider community.	Behave respectfully and appropriately, considering the feelings and property of others, during interactions involving Buildwas Academy staff, when on school grounds or when accessing social networking sites, such as Facebook etc.
Care for the grounds, buildings, furniture, equipment and books provided at school.	

EQUALITY AND DIVERSITY

AT SCHOOL WE WILL·	AT HOME WE WILL·
Try to enable all children to take part in all activities, catering for specific needs.	Communicate with the school about our children's need.
Celebrate diversity and differences.	Help our children to understand that everyone is special and unique - and of equal importance.
Use different cultural examples in teaching.	Encourage our children to appreciate and respect the views, religious beliefs and cultures of others.
Ensure that any bullying or other discriminatory behaviour is not tolerated and take reasonable steps to resolve issues of bullying.	

HOMEWORK

AT SCHOOL WE WILL·	AT HOME WE WILL·
Set appropriate homework regularly and ensure that it is received and acknowledged.	Help and ensure our children complete and return homework, on time and to the high standard expected.
Ensure children have access to reading books that can be taken home.	Please see homework policy. Ensure school property is looked after and returned to school at the right times.
Use the email and text systems to communicate where appropriate.	Read with our children frequently, recording this in the Home-School Reading Diary.

Attendance/Punctuality

AT SCHOOL WE WILL·	AT HOME WE WILL·
Open doors promptly at 8.40am.	Make sure that our children are at school on time every day by 8.40am, communicating effectively with the school Office if this is not possible.
Maintain an accurate record of attendance.	Make sure that our children are collected on time at the end of the school day at 3.15pm, or after clubs.
Try to ascertain the reasons for any absence or lateness.	Contact the School Office if my child is absent by 9am on the day of absence.
Liaise with the Education Welfare Officer about absences.	

Welfare and Communication

AT SCHOOL WE WILL·	AT HOME WE WILL·
Ensure that children are safe on the school premises and on school trips.	Teach our children about personal hygiene.
Give full and clear information about the curriculum, children's progress, and appropriate targets set for children's learning needs.	Ensure the school always has an up-to-date emergency contact for us.
Communicate school matters and set dates for events early.	Keep our children at home when they are not well enough to be at school (48 hours after sickness or diarrhoea).
Use social media sites to publish information that is of general interest.	Let the school know about issues which may affect our children's welfare or progress.
	Ensure I make payments to the school for school dinners (where applicable), trips, clubs, provision, activities during their time at school. If my child breaks school equipment or damages school property I accept that I will be liable to be invoiced for this cost, and any outstanding payments if I leave the school.

Parents/Carers have the right to remove their child from Religious Education, Relationships and Sex Education and Collective Worship.

Please communicate this in writing with school.

Any comments, compliments or complaints should be addressed to the Head of School in the first instance.

If this is not satisfactory, please address these to the Chair of Local Advisory Board.

Buildwas Academy School Rules

In our school, everybody has a responsibility to abide by the rules so that we are all **READY, RESPECTFUL & SAFE**.

- We are always ready to learn, we listen, we are organised and we follow instructions
- We respect each other and each other's property
- We keep ourselves and each other safe and happy with kind words and gentle hands
- We always try our best