

NORTHGATE PRIMARY SCHOOL

Guide to Teaching, Learning and Assessment



The Northgate Curriculum includes all the planned activities that we organise in order to promote learning, personal growth and development.

It includes not only the formal requirements of the Early Years Framework and National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Northgate Primary School, including the additional curriculum followed by the pupils in the SSC. It also includes our school ethos and values and the things that our children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential. This aligns with the British Values of Democracy, Rule of Law, Liberty, Respect and Tolerance.

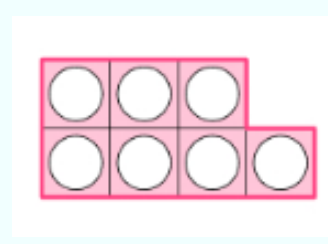
Our commitment is to encourage all children to be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

At Northgate, our teaching provision always includes :



The teaching of key vocabulary to develop oracy/BSL and deepen understanding.



The use of manipulatives and other scaffolds to provide support.



Use of retrieval to support pupils long term memory and link key concepts.



Adaptive learning – provision for all pupils to access their learning. Using the OAIP and knowledge of pupils to support with this.



Questioning that checks and deepens understanding. Pupils that ask questions to extend curiosity.



High expectations of behaviours for learning and outcomes that encourage resilience and ambition.

Curiosity Ambition Resilience
Empathy Respect

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Learning Environments for all pupils

What makes an inclusive Northgate learning environment?

At Northgate, we value inclusive learning environments that support and celebrate our pupils' learning.

An inclusive learning environment supports all pupils to make progress and enables them to reach their potential. Our learning environments will:

Promote positive learning behaviours and relationships



Displaying and living the school values and charter.

Be inclusive and supportive for all learners



Provision for needs of all pupils is known and met. Staff show awareness of SEND, deaf pupils, EAL, Pupil Premium, pupils with emotional needs and protected characteristics. (Use of EHCPs, pupil passports, energy meters and the OAIP to support this)

Support pupils with transition and routines



Display a daily timetable using widgeit symbols for all to access. Have high expectations during transitions

Be a safe place to share concerns and develop knowledge of own wellbeing



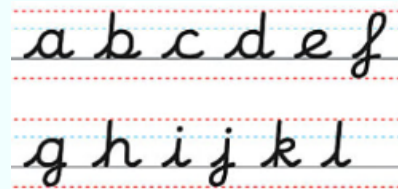
Listen and respond to pupils' worries and concerns. Teach children about own safeguarding, including online.

Encourage reading for pleasure and a love of books



An engaging, dedicated class library space enhances the teaching of reading skills and sharing of books in all classrooms.

Modelling and scaffold to support pupils' learning



Use modelling (including guided practice) and scaffolds (including manipulatives) in all lessons. Modelling handwriting expectations, referring to WALTs and vocabulary. Providing challenge for all.

Have flexible groupings and seating to support this



Seating arrangements that carefully consider the needs of all pupils. All practitioners are used effectively to support flexible groupings.

Have high expectations of ourselves and others



All children and adults in the class are responsible for their learning. Be a place where we learn from misconceptions and mistakes.

“In learning environments where the ethos supports learning:

- there is an expectation on the part of both adults and children that learning is important and enjoyable, and that everyone can achieve;
- teaching uses a range of approaches and there is a culture of collaborative learning;
- teachers and practitioners are ambitious for children and expectations of learning are high;
- children are motivated to be ‘the best that I can be’”

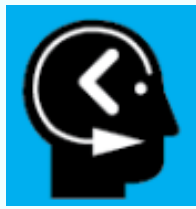
(Excellence and Enjoyment: learning and teaching in the primary years - DFE 2004)

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Planning for Teaching, Learning & Assessment

What does good teaching and learning look like at NGPS?

At Northgate, we use Rosenshine's principles of instruction to plan, teach and assess the pupils' learning.



Daily review of learning from sequence of lessons. Reference to the WALT.



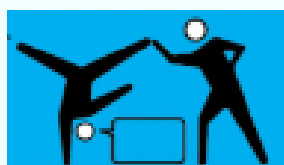
Introduce new learning in small steps - this stops cognitive overload.



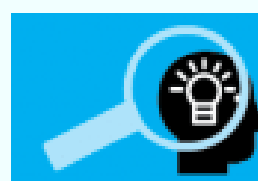
Ask questions - use ABC (Add, Build and Challenge) to encourage in-depth answers



Model the learning to support all pupils. Use thinking out loud to explain our reasons.



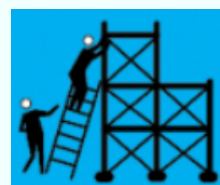
Give plenty of opportunity for pupils to have supported practice, embedding in long-term memory.



Check in with all pupils and their understanding - use this to determine next steps.



Use learning tasks which allow all to be successful - ensuring there is also challenge.



Provide scaffolds for all pupils. Checklists, vocab sheets, maths manipulatives etc.



Give time for independent practice of new learning.



Weekly and monthly review, through retrieval, to support long term memory and connections.

All staff members should follow these principles to provide support, stretch and challenge for all pupils.

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Assessing Pupils

What does good assessment look like at NGPS?

At Northgate, we use different strategies to support our assessments and judgements of our pupils.

Assessment for Learning

Formative assessment can take many forms. It informs us of current knowledge and supports us to plan next steps of learning. Here are some examples of assessment for learning at Northgate.

Questioning



Questions to check understanding, deepen knowledge and connect learning.

Paired or group discussion



Developing reasoning skills through the use of ABC (agree, build and challenge)

Quizzes



Reviewing prior learning, checking knowledge at the end of a unit.

Task design



Tasks that encourage collaborative learning, deeper thinking, vocabulary acquisition and explanation.

Photos and videos



Photos or videos to show drama, collaborative learning, use of manipulatives.

Marking and feedback



Looking at work: whole class marking, pupil and teacher voice, written and verbal feedback.

How is assessment used at NGPS?

At Northgate, we use our formative assessments to help inform our next steps of learning for all pupils.



CHECKLISTS FOR PLANNING

The core subject checklists, and the foundation assessment grids are an important part of our planning cycle: identifying what needs to be taught and how it will be assessed.



ADAPTIVE TEACHING AND LEARNING

Using our formative assessment to help us consider how learning needs to be adapted for individuals or groups of pupils. What do they need to support them to access their learning?



KEY KNOWLEDGE

Using the assessments to identify which pupils are secure in the key knowledge they need to have. Planning for retrieval, pre-teaching or intervention for those pupils who are less secure.



COMMUNICATION AND TRANSITION

Working with adults around the child - communicating our knowledge (personal and academic) of the 'child's story' at key transition periods and when changes occur in their lives.

Assessment for learning underpins everything we do: next steps in learning, enabling pupils to make links and our summative assessment judgements.

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Securing our judgements

How do we know our assessments are accurate?

At Northgate we use formative assessments to inform our summative assessments for all pupils.

Summative Assessment at NGPS

At Northgate, we use our formative assessments to help inform our summative judgements of pupils' attainment.



CORE SUBJECT CHECKLISTS

Checklists for reading, writing, maths and science detail the objectives that pupils need to reach to meet their age-related expectations. They are completed half-termly.



FOUNDATION SUBJECT GRIDS

Assessment grids for all foundation subjects detail the knowledge and skills that pupils need to learn/develop during the unit. They should be completed at the end of a unit.



DATA SUBMISSION

In October, February and June teachers use their formative assessments and completed assessment grids to submit teacher assessments for all subjects. Pupil progress meetings are held to discuss pupil provision.



SEND REVIEWS

To support all pupils on the SEND register, pupil passport targets are reviewed and updated twice a year (December and June). Annual reviews are held for pupils with an EHCP. Additional meetings may be held with external professionals, where advice can be sought.



EXTERNAL ASSESSMENTS

To support with summative judgements, the following assessments are completed:
-EYFS baseline (Autumn) and ELG data (Summer)
-KS1 Phonics Screening -Y4 Multiplication Tables Check
-Y6 SATs and teacher assessments

Moderation

To ensure our judgements of pupils' outcomes are secure, we:



Collaborate with our year group members to agree our expectations and judgements. Meet with SLT to complete pupil progress meetings.



Meet termly as a teaching staff to complete moderation in core subjects.



Take part in termly moderation across our locality. Attend WSx training for statutory moderation.

Monitoring of Teaching, Learning and Assessment

Part of our role as phase leaders, subject leaders and senior leaders is to monitor the teaching, learning and assessment across the school. This is implemented through a number of methods, including: learning walks; pupil conferencing; professional conversations; planning and book looks; assessment and data analysis; pupil progress meetings and moderation. Leaders may support other staff through planning, moderation, assessment, resourcing and team teaching.

**This document was reviewed and agreed by staff members and Governors in January 2026.
It is due for review in January 2027.**

School Development Plan 2025-2026

A love for reading

- To improve reading across the school through the teaching of phonics, whole-class reading and an ambitious English curriculum.
- To continue to develop reading assessment opportunities through AfL and use these to support formative and summative judgements. To ensure there is a consistent approach across phases through whole school moderation.
- To encourage a love of reading throughout the school; engaging reluctant readers and parents.

High expectations for behaviour for learning

- To ensure high standards of behaviour for learning across all aspects of the school day. To work collaboratively to apply a consistent and holistic approach to behaviour by knowing all pupils and their individual needs.
- Learning in class is designed and taught to ensure all pupils can access and engage in their learning.
- Pupils and staff are ambitious and have high expectations of themselves and their outcomes.

Oracy for understanding

- To improve oracy of all pupils across the school through the explicit teaching of vocabulary; use of sentence stems and high-quality modelling.
- To introduce and develop P4C across the school as a tool for oracy, self-awareness, curiosity, empathy and respect for each other.
- To use scaffolds and adaptations, including widgets, to ensure all pupils can access and talk about their learning and knowledge.

NGPS Charter

Be kind to everyone

Listen the first time

Take care of the school environment

Always try your best

Follow the school values

Curiosity Ambition Resilience
Empathy Respect