Teaching and Learning Policy

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Aims

This policy aims to provide guidance for all teaching staff so we are all clear about our approaches to teaching and learning and what is expected of staff and pupils.

Our beliefs.

We believe that good learning leads our children to mastering the knowledge, skills and understanding required as outlined in the national curriculum. We believe that children learn best when they feel safe and are excited and engaged by their lessons.

Our approach to learning is underpinned by the concept of a growth mindset. This means we reject notions of fixed intelligence and believe all learners, of all ages, are capable of developing their knowledge skills and understanding across the entire curriculum.

Expectations

Pupils

For pupils to be effective learners they:
- should be engaged and excited
- should have a growth mindset
- should embrace challenges
- should be self-reflective and able to evaluate their own and other's learning
- should be able to work collaboratively and independently
- should understand and live by the values of our school

Teachers

Our teachers will:
- ensure every child feels safe and valued
- ensure sequences of lessons are engaging and exciting
- have a growth mindset and promote a culture of growth mindsets
- embrace challenges and ensure that learning within the classroom provides challenge for all
- be self-reflective and able to evaluate their own teaching and other's learning
- be able to work collaboratively and independently
- understand and live by the values of our school
- use technology across the curriculum to enhance learning.

Support Staff

Our support staff will:
- ensure every child feels safe and valued
- support teachers to ensure sequences of lessons are engaging and exciting
- have a growth mindset and promote the culture of growth mindset
- embrace challenges and ensure that learning within the classroom provides challenge for all
- be self-reflective and able to evaluate their own learning and the learning of others
- be able to work collaboratively and independently
- understand and live by the values of our school

Planning, teaching and assessment

All three of these elements are integrally tied together and not one of them can stand alone if good learning is to take place.

This is not an exhaustive list; instead these are some of the most effective elements we have evaluated as having the greatest impact on our children. These elements are non-negotiable:

- sharing the learning objective, success criteria and/or steps to success with children
- sharing skills, knowledge and understanding with children so they are able to evaluate their learning
- opportunities to use speaking and listening to develop skills, knowledge and understanding
- support frames to develop pupils reading, writing and communication skills such as: sentence starters, writing frames, PEEing grids, etc...
- integrated use of iPads and computers to support learning and recording
- challenges that are chosen so that there is opportunity for children to make valuable mistakes
- opportunities for children to select tasks that challenge them
- opportunities for children to respond to marking and feedback
- opportunities for children to evaluate their own work and the work of others
- opportunities for children to work collaboratively and independently
- use assessment for learning to inform questioning, mini plenaries and plenaries

Marking and feedback

Marking and feedback is a developmental process. The way in which we mark children's work is dependent upon the learning objective and must take account of the child's needs and abilities.

- marking should be done during, or as soon as possible after the completion of the task and always before the next lesson
- Feedback should be positive, constructive and concise, clearly identifying success, any areas for improvement, or the next step for future learning.
- All marking should begin with positive feedback/comments and focus on success.
- Marking should relate specifically to the learning objective of the activity.
- All children must be given time to review, reflect and respond to feedback in order to make improvements where necessary. This should be incorporated into the daily plan to embed understanding
- Regular moderation of marking should take place across year groups and key stages to ensure consistency across the school
- All marking should be done in pink pen.

- Pupils should respond to or mark their own, or their peers work, in green pen.
- Marking should reflect the expected level of presentation and grammar across all curricula areas.
- Supply teachers are expected to mark work they have taught.

The way in which we mark varies depending on the subject area of the curriculum that is being covered and the ability of the individual child. The following guidance provides specific information on how we mark across core areas of the curriculum.

EYFS

Early Years Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers. Each child has a special book to record highlights of their learning journey; parents and children are encouraged to contribute towards this book.

KS1

Every piece of writing must be marked using objective-led marking indicating the child's achievements towards a learning objective and their next step in learning to improve their work.
For some of our younger or less able children a written comment is either difficult, or impossible, to access.
Therefore, we use **green** to highlight where the children have demonstrated achievements in written work

In order to ensure that children are engaging with marking, we use pink to identify the next steps in learning and expect most children to be able to respond before engaging in new teaching.

In English and Mathematics the aim is support children to develop the skills needed to become more independent in preparation for the expectations of KS2.

English
- marking should refer clearly to the learning objective of the lesson or guided session
- marking should follow handwriting guidelines to provide a good model of writing for children
- The designated colours must be used to provide all children with instant visual access as to how they have been successful.
- Highlighters may be used to draw attention to successes and areas for improvement. Pink for an area of development, green for an area of success when light touch marking sentence or work level work
- Marking should always be in pink. In some instances a written comment may be appropriate. The wording of any written comments must be concise, precise and simple. Children should respond to this using their **blue pencil.**
- Verbal feedback can be given, particularly when children are in the early stages of learning to read. Where verbal feedback is given, this must be clearly indicted with a 'VF' as outlined in the marking key (page 8). Children are expected to make their response in writing or by modifying their work below the key
- Children must be given the opportunity to respond to all feedback, both written and verbal, during an appropriate time before their next lesson

Mathematics

- Marking must be objective led and indicate the child's achievements towards the learning objective and feedback must identify their next step
- Each piece of work must be responded to with a question that consolidates or extends learning. Consolidation questions must explicitly support children to use the mathematics taught in the lesson. Extension questions should provide the opportunity to apply the mathematics taught in the lesson.
- A specific space for the child to respond within must be given, and the child's responses must be written in blue pencil and ruled off
- Verbal feedback can be given, particularly when children are in the early stages of learning to read. Where verbal feedback is given, this must be clearly indicted with a 'VF' as outlined in the marking key. Children are expected to make their response by modifying their work below the key.
- Children must be given the opportunity to respond to all feedback, either written or verbal, before their next lesson

Expectations in all other areas of the curriculum

- Every piece of completed work must be marked using objective-led marking
- All other work must be 'light touch' marked or children should be given verbal feedback

Spellings – while it is important to encourage good spelling this should not be the focus of marking all written work. Teachers can identify one or two common words, or those which are particularly relevant to the child's learning, to be practised and corrected. Phonetically plausible spellings should be accepted for irregular or low frequency words.

KS2

English

In English we adopt a developmental approach to marking of children's work as follows:

- Identify successful use of words, phrases and punctuation using the tick system. Where correct use of grammar is evident, a short comment highlighting why should be written.
- Where an area for improvement has been identified, the marking key (page 7) should be used to identify what the error is. The key can be placed within the written work, or the margin, depending upon the child's level of understanding. If the error is grammatical, the phrase, or sentence should be underlined, with the reason explained in the feedback.
- Feedback may take the form of a question prompt, a reminder prompt, a scaffolding prompt to provide a level of support or an example prompt with a choice of actual words, phrases, or punctuation
- Specific time to respond to the feedback should be given at the beginning of the following lesson. Children must always respond using their green pens.
- Where the task is not a key piece of writing, it is still often appropriate to write a short comment but this must be clear, concise and focused on the learning intention. A further comment can be made which focusses on errors which are ongoing and specific to that child.
- With closed tasks, ticks and crosses are still appropriate. However, in cases where all answers are right, an extension opportunity should be provided
- Spelling errors appropriate to the child's understanding should be identified. Corrections, using a dictionary, or rules already acknowledged in their spelling journals, should be made in green. Errors in

which the child knows can be made again should be recorded in their spelling journals and referred to during the next piece of writing.
- Children's responses must be acknowledged.

Mathematics

In our marking of maths the emphasis is on positive marking.
- It is appropriate to tick correct answers; however, identified errors should be circled. If a child has made many errors, an example of success should be provided, whilst endeavoring to allocate specific time to work with the child.
- Once work is acknowledged, a consolidation or extension question should be provided. Consolidation questions must reflect the mathematics addressed in the lesson. Extension questions should encourage children to apply their understanding of the mathematics taught at a deeper level.
- All children must have at least five minutes at the beginning of the next lesson to read and address the marking. This does not replace the mental arithmetic warm-up.
- All corrections must be done in green. Class teachers should respond to children's responses.

In instances where the learning objective has been clearly misunderstood by the child, it is appropriate to provide the individual with verbal feedback. Time must be allocated to provide further support prior to new learning in these cases.

Independent and supported tasks

For progress to be fairly measured, children need to demonstrate their learning in an independent context. Our interpretation of this is when a child has produced a piece of work without the support of an adult. In these instances, the marking key must clearly indicate independence.
Marking must indicate where a child has been supported by an adult.

Self and peer marking

Self and peer marking supports the on-going assessment process. We recognise that children need to be trained to do this through modelling with the whole class and watching paired marking in action. Where this approach is used in English, or other subjects, teachers must acknowledge the comments, or feedback made. In EYFS, learning journeys will include evidence of self and peer assessment as developmentally appropriate. This will include verbal comments made by the child and recorded by an adult. Parents will be encouraged to contribute to these documents.

In mathematics, pupils are encouraged to assess their own understanding using a tick system by the child and the teacher (page 8). This provides an immediate assessment opportunity as to the child's understanding and must not replace the consolidation or extension question.

In English marking ladders are used to support children to identify areas of success, in addition to areas in which improvements can be made. Children are expected to highlight success against the marking ladder and to show improvements through editing the first draft using green pen. It is expected that marking ladders are used in other subjects where a key piece of writing is produced.

Marking in other subjects

For certain tasks where there is a written outcome, the English guidance should be followed. For other tasks, a short comment should be made that directly relates to the learning objective.

Presentation

A high standard of presentation is expected across all subjects. All recording books should display a care label on the inside cover and children's work, wherever possible, should display the following:
- Use of cursive script when writing
- One number per square when recording on squared paper and start on the second square from the left
- Short date in maths books and long date in all other writing books underlined
- Start work next to the margin all writing books
- Use of ruler when working with data, shape, tables, diagrams, headings and subheadings
- Mistakes crossed out with a single line.

The schools handwriting policy should be implemented at all times. It is unacceptable for children to graffiti on the covers of books.

Classroom Displays

A high-quality learning environment has a direct impact on the standards and attitudes of pupils in our school. Each classroom should have a clearly labelled display board for Maths, English, Science, IPC and ambitious vocabulary.
Initial stimulus displays should be in place before the children return to school in the new academic year.

These include:
- Key questions and vocabulary about the topic
- Posters with accompanying questions to stimulate the children's interest
- Table top displays of artefacts/books/resources linked to the topic

Once learning begins, the working walls inside the classroom should reflect the learning taking place. The working walls can include learning generated on flip chart paper or similar but pupil's work, key vocabulary and other displays should be backed and neatly displayed.
Each curriculum area display should provide the written and visual support for effective impact on learning.
Teachers should refer to displays when teaching to make meaningful links with prior learning and new learning.

In general, each display should provide where appropriate the following:
- Topic title
- Key questions and vocabulary about the topic
- Planning
- Brainstorms
- Visual models/diagrams
- Steps to success and/or success criteria
- Key sentence starters and phrases to support oral and written work

- Pupil's work (clearly labelled with pupil's name and which success criteria has been achieved)

As each curriculum area have specific features for display, teachers should refer to the subject specific visual models for display in the appendixes.
Displays in the classroom should be updated regularly to reflect the learning taking place in the classroom.

Common Area Displays

- Displays in the common area should not be taken down until the next display is ready to go up.

- Each class/year group should clearly label the display with their class name or year group

- Corridor/hall displays should display pupils work and their work should be labelled with their name and what success criteria the child has achieved

- Display should be carefully planned for and time built in for children to complete their work to the highest possible standard

- Displays should be changed termly as a minimum

- When displays are changed, worn or faded, backing should be replaced and recycled. Displays should be maintained to ensure that they do not become tatty or ragged

- Work should be attached with staples or Blu tak. Drawing pins must not be used to display work as they are a health and safety hazard and detract from pupils' work.

- Other adhesives should not be used on lockers, walls and paintwork as they damage paintwork when they are removed. Do not staple into wood (doors or furniture).

All displays should contain:
- Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered.

- Thoughtfully and tastefully selected colours e.g. please no luminous yellow / orange / pink card for labels etc.

- Borders made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.

- Use fabric and natural materials to add interest to displays and to ensure quality presentation (use expertise of other staff to support, where necessary)

- A mixture of art work (2D and 3D) and written work where appropriate

- A title (computer generated or created using stencils and coloured paper / card)

- Open / closed questions

- Learning Objectives/ Aim - Process (what the children did)

- Quality labelling

- Written work on display (final draft work) should be acknowledgement neatly marked and the learning intention should be clear to the audience reading it. Emergent writing of younger pupils and those with SEN should be annotated

- Art work should be double mounted using appropriate colours which complement the end result. Written work should also be mounted, though not always necessarily double-mounted

- Work is trimmed and mounted evenly and intended straight edges are straight. A border of 1cm is advised.

Classroom Organisation

Classrooms must have displayed:
- Class timetable

- English, Maths, Reading and afternoon seating arrangements (KS2)/ groupings (KS1)

- Current English and maths planning

- Going for Gold behaviour char and star awards chart

- Class rules/charter

- School values

- Fire evacuation procedures (Health & Safety requirement

- Pupils' names on draws and coat hooks (KS1)

Yellow behaviour folders should be kept in green pouches and teachers should maintain these records regularly (KS2).

Each classroom should have a purple card attached to the door handle. It is the class teacher's responsibility to ensure they have a purple card and report it to the admin team should they need a replacement.

Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Classes should not be dismissed to lunch / home until the classroom is tidy.

The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.

This means:
- Books / teaching resources / pupils' work should be filed away neatly.

- Resources are returned to the resource room straight after they have been used so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. Do not hoard resources. If you are unsure, ask)

- Be selective in what you keep.

- Cupboards should be sorted out each term to maintain high levels of organisation and effectiveness

- Chairs and tables should be kept straight and tidy and chairs tucked under.

If you know you are going to be absent, it is essential you leave notes for the supply teacher taking your class and provide them with the access codes to the online registration system.

Monitoring

The Headteacher, Deputy Head teachers and Assistant Headteacher will monitor the effectiveness of this policy throughout the academic year. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

KS1 Marking Key

	finger space

| ← | start here |

T
the · capitalisation – underline and write correctly above

○ · correct formation/orientation – circle and write correctly above

∧ · insert missing word/number

(the) · brackets around word/number not needed

the
teh · underline incorrect spelling – correct spelling on top

○ · add punctuation if missed and circle if placed incorrectly

vf · verbal feedback given

i · independent work

s · supported by a teacher or support staff

KS2 Marking Key

T/M = target met

sp = spelling error

P = punctuation error

T = tense error

—— = grammatical error

// = new paragraph

V.C = verbal comment

^ = word has been omitted

| nice | = find a better word

✓✓ ✓ = shows how impressed your teacher is
a word/phrase/sentence/punctuation

Ⓘ = completed independently

Ⓢ = completed with support

Mathematics

TEACHER AND SELF-MARKING
HOW DO YOU FEEL?

Draw the simple grid and write **'P' for Pupil** and **'T' for Teacher** then use the key below to show how you feel.

Fully understand

P	T
✓	
✓	

Almost there

P	T
✓	

Don't understand

P	T
?	