Breadsall CE Primary School

Teaching and Learning Policy

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Vision and Values

The purpose of this policy is to establish the expectations of teaching and learning at Breadsall Church of England Primary School. Its main purpose is to help ensure that all pupils achieve their full potential and make sure there is consistency of practice throughout the school.

Hope, Love & Respect

A flourishing community built on faith

At Breadsall CE Primary School we believe our pupils should live a life where **hope** plays a part in their desire to succeed. Pupils are encouraged to believe with confidence that they are capable of anything they put their minds to and are nurtured to develop an optimistic and aspirational viewpoint. We believe, through **hope**, the world can be a better place and are willing to do something about it.

Because God **loves** us, we have a responsibility to keep everyone safe and care for one another showing gentleness, forgiveness and honesty in all our friendships. We celebrate the achievements of everyone. **Love** enables us to work together as a strong supportive family so we can achieve more.

We believe every human being is created in God's image and therefore should be treated with dignity and **respect**. We celebrate diversity and difference and work hard to ensure our pupils have opportunities to engage meaningfully with people of different cultures, faiths and traditions. All members of our school community behave **respectfully** at all times.

The Learning Environment

An Effective Classroom:

- Is safe
- Uses stimulating display to inform and support learning
- Enables a range of learning styles to be employed
- Is inviting and aesthetically pleasing
- Forms a class identity
- Allows easy access to resources
- Reflects the school's positive approaches to discipline
- Celebrates work through display

Each classroom should 'belong' to those who use it. Where possible, children should be made responsible for its maintenance and organisation, and understand the value of the learning resources contained within.

Cleaning is carried out by a professional cleaner. Nevertheless, everyone should be encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. The school should be checked daily and any lost property should be handed in at the school office or put in the lost property box. All equipment must be returned to its appropriate place and all kit bags hung on pegs or stored in PE storage boxes.

Good Classroom Organisation and Management

Ethos

Children are to enter the classroom in an orderly manner and settle to work. Objectives are to be made clear to all children to ensure they know what is expected. The teacher is to avoid negative commands and use lots of praise and encouragement. All adults should promote a positive attitude to learning, encouraging children to develop independent skills and positive self-esteem.

Encouraging Good Behaviour

Within our school we have a strong, positive policy towards managing children's behaviour. This policy offers children a guide to the behaviour expected within school. It also offers staff a structured approach to the management of any poor behaviour, an approach that is fair and easy to follow. To support this process, the school has a set of 'Golden Rules'. These are displayed in all classrooms.

Be positive
Try your best
Be kind and helpful
Listen to one another
Be truthful
Look after property

Resources

Adults model and encourage the safe use and care of equipment. All resources used are appropriate to the activity and readily available. It is the teacher's responsibility to prepare for each lesson, ensuring that resources are within the classroom environment. It will depend on the age of the pupil as to how readily available these resources are. Teachers insist on children respecting property and ensure the children safely tidy away after tasks are completed so that the classroom is left in a clean and orderly manner at the end of the day.

Displays

The learning environment is of vital importance to children's attitudes. A tidy and organised environment will offer children a place to take charge of their learning and give them the confidence to learn independently. It will offer the children a positive attitude in terms or presentation and organisation and will help them to be ordered and prepared.

Displays are to represent a balance between children's work, information text and prompts and guides to support learning. Displays are to be changed as the foci in the class changes.

The use of Teaching Assistants

Teaching Assistants have an important role to play; helping the school to run smoothly and efficiently, helping to raise educational standards, upholding school policies and providing support for teachers so that they can concentrate more on teaching.

It is vital that teaching assistants are used effectively to support learning in the classroom. Teachers are to ensure that Teaching Assistants are well informed of planning and objectives and provided with the resources to effectively support those under their care and guidance.

Teaching

At Breadsall CE Primary we expect the teaching to be at least of a 'good' standard as this has a large impact on the progress and achievement of the children.

Teachers set high expectations which challenge, motivate and inspire pupils. Effective lessons are planned based on knowledge of pupils' capabilities and how they learn. Teachers know when and how to differentiate in a range of ways appropriately, using approaches which enable pupils to be taught effectively. They have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

Opportunities are provided for reviewing prior learning and applying skills and knowledge as well as improving work.

Teachers have a well-developed subject knowledge and teach lessons that deepen pupils' knowledge and understanding. Planning is effective and makes the most of the time available with adult support deployed carefully; challenging tasks that match the needs of the pupils and activities aim to enthuse and motivate children are set. Teachers and teaching assistants listen to children and carefully question or reshape tasks or explanations to improve learning.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons which enables them to take into account the abilities of all the children. Teachers share their assessments with children and let them know how they can improve their learning.

Learning

People learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best, recognising that this may be different for every cohort. We are always looking at ways of improving teaching, learning and assessment and use research from agencies such as Ofsted, the Education Endowment Foundation, Derby Research School to help inform our plans.
We offer opportunities for children to learn in different ways which include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole-class work
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching media, responding to musical and recorded material
- Designing and making things
- Participation in athletic or physical activity
- After school clubs
- Guest visitors and performers

We encourage children to take responsibility for their own learning and have a conscientious attitude to their own work, 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. Effective learning takes place when pupils know:

- How to make progress and practise strategies for remembering information
- What they are achieving
- How to learn, including thinking and questioning skills, using methods and resources
- The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge
- How to work independently and without close supervision
- How to work collaboratively
- The skills they need to develop, including enquiry, research, analysis, reflection.

Planning Policy

Planning frameworks

We use the National Primary Curriculum 2014 and the Early Years Framework 2021 to support our planning and teaching of the school's curriculum. We use assessment guidance in these schemes to help us identify each child's level of attainment. This information is recorded for each child in the school's tracking system.

Lesson Structure

- Lessons start promptly.
- Resources are planned and prepared before the lesson.
- The learning objective is displayed in the classroom, and referred to at the start, periodically throughout and at the end of the lesson.
- Lessons will normally be linked to previous learning or teaching unless the topic is entirely new to the pupils.
- Recap activities take place on a regular basis so that pupils revisit learning which helps them retain knowledge.
- The teacher uses enabling questions to motivate, stimulate, assess and keep pupils on task.
- Lessons have good pace and structure; activities vary to respond to children's different ways of learning
- Success criteria is shared with pupils where and when appropriate
- Plenaries are used to reinforce the learning objective
- Where possible, children's work is marked with them.

Lesson Planning

Lessons are planned with clear learning objectives based on the school's planned curriculum and skills progressions. We base these upon teacher's detailed knowledge of the children through Assessment for Learning (AFL). We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson planning makes clear that the expected outcomes (success criteria) for each lesson are identified and these are shared with pupils and any additional adults present in the lesson. Annotations are made on planning or notes made on a weekly sheet in relation to AFL. Weekly Literacy and Numeracy plans are saved on the Staff Shared Area each week and medium term plans for other subjects are saved at the beginning of each term.

EYFS

Key people meet on a weekly basis to discuss observations to plan next steps and interests for the pupils.

Differentiation

Differentiation at Breadsall Church of England Primary School is seen as an on-going process that accommodates the needs of individual pupils in our school. It ensures that teaching allows learners to make at least expected progress in relation to their capability. The less able pupils will receive extra support/intervention to make sure they learn the required skills for their year group and the more-able learners will have opportunities to apply the skills learned to deepen their understanding.

Assessment Policy

Pupils' academic progress is measured throughout the school. This process is measured by the school's tracking system which is updated at three key points during the year and monitored by the Headteacher and Assessment Coordinator.

Assessment for Learning (AFL)
Assessment of learning is a nonstop process. It is used to establish starting points in learning during the planning process; it is used during the lesson to provide support and challenge and is acted on to ensure activities are appropriate and relevant to the learner at any stage of delivery. Planning is flexible to allow changes in lessons that reflect the teacher's AFL.

Questioning
As well as ensuring that learning experiences allow children to question concepts and ideas, staff at Breadsall CE Primary School understand that the way children are questioned can enhance the understanding of concepts.

EYFS
Pupils in Reception are baselined when they enter school (within the first 6 weeks). Throughout the year pupils in EYFS are measured against the Early Learning Goals and information on their progress is gathered and entered into the school tracking 3 times a year - when they have achieved the EYFS goals they follow the national primary curriculum. Interaction with parents regarding pupil development is done via Tapestry– an on-line tool

Individual pupil tracking
Each year group has a core subject and foundation subject spreadsheet saved on the staff shared to track individual progress term by term in relation to the new primary curriculum**.**

Three Stage Assessment
At three key stages of the year, assessment weeks are identified. During these periods, pupils undertake formal assessment in core subjects using GAPS, PIRA and PUMA tests. Standardised scores from these assessments are then used to inform their teacher assessment for each pupil. The teacher assessment is entered into the school's tracking system. Pupils are tracked as being below, emerging, in-line or above age related expectations.

Termly Pupil Review Meetings
Each term, following assessment week, staff meet with the Headteacher to discuss the progress and attainment made by pupils as indicated by the school tracking system and individual tracking sheets. Conclusions drawn from these meetings are used to inform intervention groups and highlight those pupils who need support at either end of the learning spectrum.

SEN Policy

Class Provision Maps
Each class teacher completes a class provision map for their class each term which shows all the extra support that is taking place with pupils in the class and who is providing the extra support. These are then saved on the Staff Shared area in school and monitored by the SENCO. At the end of the term the provision is reviewed.

IEPs
IEPs are used for pupils who need individual support on top of that outlined on the school provision map. Where a pupil has an EHCP the setting of short-term targets and the strategies used should be linked to the overall objectives and provision set out in the plan.

An IEP should contain detail of key short-term targets and strategies for an individual child that is different from or additional to that in place for the rest of the groups or class. The document must be accessible and understandable to all concerned. Where an IEP has been written for a pupil that has difficulties in reading, it should be read to them. It should be agreed, with the involvement of parents and wherever possible the child, depending on the child's needs and particular circumstances.

IEPs should focus on up to three or four key individual short-term targets only. Too many targets will make the task unmanageable and confusing for the child. The targets should relate to the following key areas:

- Communication
- English
- Mathematics
- Behaviour
- Social skills.

Teachers are to ensure that IEPs are 'SMART'.

Specific - SMART IEPs have specific goals that target areas of academic achievement and functional performance. These goals include clear descriptions of the knowledge and skills that will be taught and how the child's progress will be measured.

Measurable - SMART IEPs have measurable goals. Measurable means you can count or observe their progress. When goals are measurable, parents and teachers know how much progress a child has made since the performance was last measured. With measurable goals, you will know when a child reaches their goal.

Action Words - IEP goals include three components that must be stated in measurable terms:
(a) direction of behaviour (increase, decrease, maintain, etc.)
(b) area of need (i.e., reading, writing, social skills, transition, communication, etc.)
(c) level of attainment (i.e., to age level, without assistance, etc.)

SMART IEPs use action words like: "The child will be able to ..."

Realistic and Relevant - SMART IEPs have realistic, relevant goals and objectives that address the child's unique needs. SMART IEP goals are **not** based on local or national tests, or other external standards. SMART IEPs focus on the **child** and their **individual** goals.

Time-limited - SMART IEP goals are time-limited. What does the child need to know and be able to do after a specified period of time? What is the starting point and what is the end point? Time-limited goals and objectives enable you to monitor progress at regular intervals.

Child Friendly

IEP's are to be written in the 'first person' where possible to make the IEP more user friendly for the pupil. 'Jargon' should be limited and acronyms only used if appropriate.

When reviewing IEPs teachers should consider:

- the child's progress
- the parents' views
- the child's views
- how effective the IEP has been
- anything that is affecting the child's progress
- any updated information and advice
- future action, including changes to targets or strategies

After considering the child's progress, the targets to be achieved by the next review should be set by appropriate staff with the involvement of the parents and, if possible, the child.

SEN Pupil Profiles

Pupils who have an IEP also have a Pupil Profile sheet that informs staff at a glance the pupils' overall strengths and weaknesses. These are kept on the staff shared area and also in the SEN files.

Marking Policy

The school has adopted a no written feedback policy where staff complete a whole class lesson feedback sheet after English and Maths lessons with notes to feedback verbally to pupils at the beginning of the next lesson. These sheets can be done daily or over a unit of lessons. This ensures all pupils are receiving feedback and more importantly responding to marking. Other subjects are checked marked with praise and comments where appropriate.

ALL MARKING SHOULD BE COMPLETED IN A COLOUR OF CONTRAST TO THAT USED BY THE PUPIL – green is recommended. Marking should be undertaken as quickly as possible.

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.

- To motivate children to want to produce high quality work and make progress.
- To reinforce the standard expected.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
- To see if teaching has been effective and inform the next steps of planning.

Good marking occurs when it is:

- Clearly related to the aims of the lesson or section of a unit of work
- Meaningful for the individual child
- Used to inform future work
- Positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child.

Our marking should include:

- Feedback to pupils on work completed - this will mainly be in the form of whole class feedback at the beginning of the next lesson (based on completed lesson feedback sheet) it may also be group or individual feedback depending on pupil need. This is mostly done verbally.
- Comments that relate to the planned learning objectives, recognition of children's achievements and indication of the next steps in their learning recorded on lesson feedback sheet. Occasionally there may also be a need for individual comments in books.
- Time built into lessons for children to reflect on marking and respond to it
- Praise for pupils when they have completed good work – the school uses silver and gold stars; a silver star is for recognition of good work; a gold star earns a merit.

Approaches to Marking:

Marking may sometimes be done in the classroom with the child or a group, so that dialogue can take place and areas of difficulty be promptly dealt with. **It is expected that pupils' work is marked on the day it is done where possible particularly in English and Mathematics so that pupils have feedback the next lesson.**

Principles:

- Different foci will apply to different pieces of work.
- Correcting every mistake can be demoralising so use professional judgement
- Children should be taught to reflect on and respond effectively to teacher feedback. (Time is given for this.)
- Teachers should write legibly and model good practice

Verbal Marking

Most of the feedback given in school is whole class verbal feedback with tasks set to address misunderstanding; this particularly benefits pupils in early years and pupils who are at the early stages of reading. Feedback can be during the task or soon afterwards (next lesson). Referring to the work as you discuss the feedback with children is vital to ensuring a firm understanding of what was good and where improvements can be made.

Check Marking

All work is read and check marked. *Checking* of work simply indicates that work has been seen. It can be done after the lesson, or as you move around the room, through a simple tick or comment. Its principle purpose is:

- to show you are aware of the quality of work
- to challenge incomplete or untidy work
- to record an occasional comment to recognise outstanding effort
- to identify pupils who may need more help or challenge

Silver and gold stars are to be awarded in relation to how well a child has completed a task. This is to be done related to the child's ability, not necessarily their attainment.

'Self-checking/marking' by children is acceptable (for example when working with groups in numeracy), providing the accuracy of marking is checked.

Teaching Assistant marking

It is the responsibility of the class teacher to mark work in class, and this should predominantly be the case. When teaching assistants/students mark the work they are to put their initials. It is the class teacher's responsibility to ensure that marking completed by a teaching assistant/student has been verified. TAs/students are to write notes on post–its for teacher information and stick onto whole class lesson feedback sheet. Supply teachers are to follow the marking policy initialling the work when marked.

Corrections

When providing feedback and setting correction tasks a limited number of key (e.g. high frequency) words should be identified for correction by the pupil and any other tasks set completed on whiteboards or under the piece of work it relates to.

Purple pen is used by pupils in KS2 to act upon feedback to improve their work.

Self / Peer Assessment

Pupils are to self-assess regularly they either colour in one of the smiley faces from the stamp which has been put in their book, complete the assessment column on the success criteria given/created, RAG their work putting a red, green or orange dot by their work or draw a T shape and put R, A or G on one side – the teacher will complete the other side with what they think. Older pupils may also write a sentence about their learning particularly at the end of a unit.

Peers may also assess work by completing the peer assessment column on the success criteria or by putting 2 stars and a wish on a post-it and sticking it into their partner's book.

Presentation Policy

Presentation of work forms a foundation on which pupils can build pride in their studies. There is a poster displayed in each classroom with guidelines on expected presentation.

The core aims of good presentation are:

- To instil pride in children's work
- To ensure clarity of features of work
- To support future learning

Examples of good practice in presentation include:

- Simple guidelines that support children across the Key Stages
- Standardised approaches that are applicable to a range of subjects
- Feedback to pupils on standards and how to improve further
- Rewards for work completed that encourage improvement and instil pride

Examples of good or improved practice should be shared on a regular basis amongst peers and rewarded accordingly. Work of a high standard, or where improvement has been significant, should be displayed and used as a model for others to follow.

When is presentation important?

Quality of presentation is important and should be encouraged at all times. There may be occasions when presentation is not a significant feature of the work being completed, for example during drafting of literacy work or when using jottings in numeracy, but it should not be ignored in its entirety.

Guidelines

Writing Implements

All pupils should write in pencil unless the teacher has deemed them to be at a high standard in handwriting. When a pupil has showed *sustained* good handwriting, they can then earn a pen licence and write in blue pen (not biro). To receive a pen licence, pupils take their writing books to the Head who decides whether the correct standard has been reached. A certificate and pen is awarded to the pupil in the Stars Collective Worship

Judgment regarding handwriting quality is based on the national primary curriculum criteria. If a child has legible and correctly orientated writing where letter size is consistent and joined, then they may apply for a pen licence.

Drawings and diagrams should be completed, in all cases, in pencil. Straight lines are to be drawn with a ruler and pencil. Felt pens are not to be used in books, coloured pencils only. Felt or marker pens may be used for activities such as posters and mind mapping.

Written Presentation

All written tasks should follow the following format:

- The last piece of work is to be 'ruled off' in pencil, using a ruler
- The date is to be written in the top left hand corner of work and underlined with pencil and a ruler
- The date is written in full for written tasks i.e. *Monday January 1st 2021* and numerically in numeracy *01/01/21*
- On the next line write the title, underlined in pencil, using a ruler if it is a short title it can go on the same line
- Start a new line for the work
- Numbers are to be written in the margin

Numeracy Presentation

ALL NUMERACY WORK IS TO BE PRESENTED IN PENCIL (Coloured pencils may be used to support work in areas such as graphs and diagrams)

- Pages in numeracy books are to be folded in half to create two columns separated by a single straight fold line
- Where larger diagrams or drawings are required, folding the page in half need not apply
- Last piece of work is to be 'ruled off' in pencil, using a ruler
- Date to be written in the top left hand corner of column (under ruled off line)
- Date written numerically tasks i.e. *01/01/21*
- Next line – the title is written, underlined in pencil using a ruler, if it is a short date the title can go on the same line as the date.
- Start work on the next line
- Numbers for tasks to be written and circled
- On the whole there should be one digit per square

Errors

In order to assist in identifying common errors (including spelling mistakes) and to prevent unsightly 'rubbing marks', children should 'strike out' errors with a single, straight, pencilled line.
Rubbers may be used if aesthetics require particularly for diagrams and drawings.

EXAMPLE:

'The two boys saw ~~there~~ their opportunity to impress the teacher.'

Note:
Covers for exercise books should not be defaced in any way.

Homework Policy

The core aims of homework are:

- To support or extend learning undertaken in the school
- To create an effective partnership between school and home
- To instil an ethos in which children are responsible for their learning

Good use of homework occurs when:

- It consolidates and reinforces skills and understanding
- It extends school learning
- It involves parents in the pupil's learning
- It encourages pupils to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

Please note that the governors and staff of Breadsall Church of England Primary School recognise the need for children to have the time to follow out of school interests and family activities.

Special Educational Needs

Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible there will be occasions when they may benefit from special tasks separate from the homework set for other children in the class.

The able child

It is acknowledged that the able child needs to be given homework that will use their full ability so from to time to time their homework may differ from that set for the majority of the class.

Homework activities

All children are expected to read with an adult or independently at least three times during each week. A home/school reading diary is provided and serves as a record of children's reading. The diary is monitored by the class teacher or teaching assistant.

Pupils are given letter sounds or spellings each week to learn for a test.

Pupils in Years 1-6 are given maths homework each week.

Every term, pupils in Years 1-6 are set a project linked to their current topic which they have 4 weeks to complete. This homework is to be shared with the class. A comment maybe written in their reading journal if necessary.

Pupils in Class 4 (Years 5/6) may also be given extra homework to support their learning.

Failure to return homework

It is recognised that there are children within the school community that are given less support than others at home and therefore will find the completion of homework more challenging.

The core values of homework must be recognised, and therefore failure to return homework should be addressed by talking firstly to the pupil and then the parents if improvement is not secured. For those pupils without internet access or where working at home is difficult lunchtime will be available for them to complete the work in school.

Before deciding on how to deal with failure to return homework, class teachers should consider:

- Possible support issues at home
- Personal issues a child may have
- Whether the task was inappropriate
- The child's history and homework patterns.