

## TEACHING AND LEARNING POLICY

Date of Policy: Autumn 2019  
Review Date: Autumn 2020

### Mission Statement

*'Where children are valued and success is recognised'*

#### Introduction

At Parsonage Farm Primary School, we believe in the concept of lifelong learning and the idea that both adults and children develop in their knowledge every day.

We maintain that learning should take place within an environment which is supportive but stimulating and be a rewarding and enjoyable experience.

Through our teaching we aim to enable children to be confident, enquiring and independent learners and develop the skills, knowledge and understanding necessary to become reliable, respectful and positive citizens.

#### Aims

Our school aims are:

- To promote a positive ethos where everyone is valued as an individual and treated with respect.
- To provide effective and enjoyable teaching and learning opportunities in a well managed and efficiently organised school.
- To establish a calm learning environment in which children feel safe in the knowledge that all are expected to conform to high standards.
- To enable all children to work towards achieving their potential via a structured challenging and differentiated curriculum.
- To work in partnership with our parents and develop continuing positive links with the local community.

## Effective Learning

We acknowledge that children develop through a combination of learning styles and recognise that a variety of teaching strategies need to be used, to ensure that every child achieves and develops skills and knowledge appropriate to their level of ability and understanding.

### Planning for Learning:

Teachers ensure that:

- they have knowledge of where the pupils are in their learning in relation to specified teaching/curriculum areas
- all children's learning styles are accounted for and work is differentiated
- they have an understanding of what the children need to learn
- they understand the processes their learning should involve
- they have a clear understanding of the resources required to teach the learning objectives outlined
- pupils understand the desired learning outcome and what the learning will look like – why they are learning it and how it relates to previous learning
- they ask the question: *by the time these pupils finish the lesson what do I want them to: know, be able to do, understand and what attitudes/skills do I want them to have acquired*
- lessons have a clear learning objective and success criteria which is shared with children in a language they understand and, where appropriate, is displayed for the children to see
- where possible, all learning has cross-curricular links

We believe that **Effective Learners** are:

- grouped and organised in a way that is appropriate to the learning taking place
- interested, motivated and inspired
- in control of knowledge and information provided during the lesson and are able to translate what they are learning into verbal and visual images
- focused and able to concentrate on learning tasks and activities
- able to answer and generate questions about their learning
- able to resolve problems if they occur through use of investigation and problem solving
- able to persevere if tasks are challenging
- able to understand the purpose of their learning and the steps needed to succeed

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

## Effective Teaching

### Planning for Teaching

As teachers we focus on motivating the children and building on their skills, knowledge and understanding of the National Curriculum.

#### Long term

The school's yearly curriculum overviews ensure National Curriculum coverage. The overview details what is to be taught within each curriculum area to each year group throughout the year.

#### Medium term

Each year group track the curriculum to be taught during each half term and ensure coverage of schemes of work. Opportunities for assessment are identified. Online Safety links are included in red to ensure this is cross-curricular. If covering Online Safety during a weekly lesson these links should also be in red.

#### Short-term – Weekly/daily

Weekly/daily literacy, numeracy and foundation curriculum plans are produced.

These identify learning objectives, cross curricular links, mastery opportunities, learning tasks and differentiation within the lesson, resources required, details regarding lesson conclusion and formative assessment criteria.

Weekly plans highlight the teaching techniques and strategies to be employed e.g. class, group or individual learning, prior learning and the adults who and resources that may be supporting this learning.

Daily plans give regard to information about learning targets in the case of children with SEN/EAL.

Please see Numeracy/Literacy Lead for examples of effective planning.

Lessons are evaluated on a daily basis, which are used to inform further learning and teaching activities.

Year Group Leaders will ensure that teaching assistants, within their year group, are provided with appropriate weekly lesson plans. Class teachers will provide learning support assistants with learning plans related to targets SEND children are working upon.

Lesson plans must contain the following information:

- learning Objectives
- links to National Curriculum
- differentiation
- how SEND/AMA/EAL children are to be supported/stretched (as appropriate)
- how TA/LSA support is to be used
- what assessment for learning opportunities exist during the lesson (Key questions)
- cross-curricular links
- success Criteria
- resources needed

## **Classroom Organisation and Management**

Our classrooms are well-organised and attractive learning environments and reflect our belief that a stimulating learning environment promotes independent use of resources and encourages children to develop positive attitudes and take pride in their work.

Classes have displayed a Line-Up order which all children are made aware of.

Year Group Leaders have responsibility for ensuring classrooms within their year group are organised and risks reported.

All children across the school understand that when an adult puts up their hand it is a signal to stop working, face the adult, stop talking and put up their own hand. Staff and children should not talk with their hand up. This strategy is used in every class to get the children's attention.

### **Lesson Times – Lower School**

Registration – 8.45-9.00

Lesson 1 – 9.00-10.30

Assembly – 10.30-10.45

Break – 10.45-11.00

Lesson 2 – 11.00-12.00

Lunch – 12.00-12.45

Lesson 3 – 12.55-2.00

Lesson 4 – 2.00-3.10

### **Lesson Times – Upper School**

Registration – 8.45-9.00

Lesson 1 – 9.00-10.00

Lesson 2 – 10.00-11.00

Break – 11.00-11.15

Lesson 3 – 11.15-12.15

Assembly – 12.15-12.30

Lunch – 12.30-1.15

Lesson 4 – 1.15-2.15

Lesson 5 – 2.15-3.15

## **Respect**

We believe children should be taught in a calm environment to ensure high quality teaching & learning. All adults need to ensure they show respect to children in order to gain respect themselves. On no occasion is it permitted for any adult to shout at a child or a group of children, unless there is an immediate health & safety risk.

### **All classrooms have:**

- classroom rules, developed by the class displayed
- school rules (inside school and playground rules) and sanctions (if rules are not followed) displayed
- online safety rules
- wall and interactive displays which reflect the themes being studied by the children (artefacts/books for the children to handle and learn from)
- children's work celebrated through its display
- wordbooks/dictionaries/thesaurus' appropriate to the age group in the class
- displays relating to literacy and numeracy e.g. word walls, number lines, Roman Numerals, problem solving activities, interactive displays etc.
- labels and explanations of displays

- a range of fiction and non-fiction texts which reflect different cultures and faiths within an appropriate book area
- a teaching file/reading records area – where weekly/daily plans/records can be easily accessed by observers and supply teachers in the classroom
- accessible numeracy resources (rulers, number squares, white boards, number fans, measuring equipment...)
- a bank of plain, lined, squared and rough paper
- accessible resources – pencils, colouring pencils, scissors
- clearly labelled drawers/cupboards – indicating contents
- a clearly labelled area where children’s work books are stored
- marking codes
- playground rotas displayed

### **Groupings**

Children should be organised in groups based on their ability for Literacy and Numeracy, although they may not necessarily be sat in these groups. Throughout the school, to ensure consistency the groups should be known as (from Most Able to Less Able):

Literacy – Red, Blue, Green, Yellow, Orange

Numeracy – Hexagon, Pentagon, Square, Triangle, Circle

Children’s groupings can be fluid – they may move groups during the year when required. All children’s Literacy and Numeracy books should have the relevant sticker on them for easy identification.

### **Effective Teaching – A Good Lesson:**

**We believe that a good lesson is one in which the children make progress in their learning.** We aim to encourage the view that making mistakes is part of learning and enable children to see that learning is not down to ability but to the acquisition of skills, concepts and knowledge.

#### **We ensure that in introducing lessons we:**

- give clear explanations linked to the learning objective
- show/model examples of ‘what it looks like’
- ask children to demonstrate their learning or explain their answers
- ask questions that challenge
- give time to pupils to answer before stepping in
- refer to prior learning
- ask follow-up questions
- ask children to discuss their ideas in pairs or small groups
- check their understanding before moving on to tasks and activities

#### **In setting learning tasks and activities we:**

- carefully explain the learning activity to be carried out
- link the activity to the learning objective
- explain what the children are expected to learn, why they are doing it and how the activity will help them learn
- provide the children with expectations of their learning
- tell the children how much time they have to undertake the task/activity
- set short-term targets to keep the pace of the lesson steady
- show an understanding of anything that could have an impact on the well-being of the children

#### **While the children are working we:**

- focus on supporting of specific children/groups of children
- take time out from the support group to circulate and look at children’s work
- provide instructions which enable children to improve their work in line with the learning objective
- point out errors, good points, ask questions, and ensure that the children are on task
- stop the class to highlight common errors or to share good examples
- offer praise and encouragement, including use of whole school reward systems
- record teacher assessments through looking at books

**Assessing Learning:**

We believe that **assessment for learning** is crucial in providing information to be used as feedback in order to modify the teaching and learning activities in which children are engaged. Children have personal Numeracy and Literacy targets which are set with the support of the classteacher. These are referred to when teachers mark the children's work and reviewed regularly through self and peer assessment. These personal targets are kept with children's Tracker Cards and so easily accessed throughout lessons.

**During the lesson:**

Children are provided with feedback that enables them to know the extent to which they have been successful in their learning. We view this feedback **as a two way process – from the pupil to the teacher and from the teacher to the pupil**. We believe both are essential.

Feedback from the children is encouraged – they are helped to identify:

- where they are experiencing difficulty
- why they might be experiencing difficulty
- what help they might need to overcome the difficulty

Prompt questions are used to guide them in this self-assessment of their learning. Children use this feedback to establish their own personal targets.

**The Plenary is used to:**

- gain feedback from the pupils on their own views on what/whether they have learned what was intended
- where and why they have done well against the learning objective
- where and how they might need to improve/move on in their learning

**Feedback given to the children is always intended to be positive, constructive and formative as to how they might improve in their learning.**

## **Evaluations**

Evaluations of lessons should be written in a space on the lesson plan, either at the side (Abacus, RWI plans) or in an Evaluation Box on the plans created in school.

Individual information about children should be recorded elsewhere (Individual Pupil Evaluation Sheets are to be used for RWI/Literacy, Literacy Skills and Abacus).

Evaluations on lesson plans should contain the following information, where relevant:

- **Were the learning objectives met?**  
Refer to the learning objectives on the plan. If not met, to what extent were they met?
- **What went well and what needs to be changed next time**  
Identify what was successful and what didn't work in the lesson. This will inform future planning.
- **Whole group or class issues**  
Problems (or successes) of whole groups or the whole class. This should be used to inform planning for the next lesson.
- **Were the tasks suitable and was learning evident for SEN, AMA and EAL children**
- **Next Steps**  
Information of next steps needed to ensure effective learning is taking place.

## **Individual Pupil Evaluation Sheets**

These have been created for RWI/Literacy, Literacy Skills & Numeracy. (See Appendix 4 for extra guidance) Teachers/Tutors should write brief comments only when an issue has been identified. It is not expected that every child will have a comment every day.

This sheet can then be used to plan for future lessons and to highlight areas for the teacher/TA to focus support on.

Once the area for development has been met the column can be ticked.

Feedback from interventions should be used to inform planning.

RWI grids should be put in for photocopying each half term and handed to the relevant classteachers.

## **Assessment Procedures**

We currently have assessment procedures in place for numeracy, literacy, computing, online safety, PE, science, RE and Music. If you have any queries about assessment in a particular area speak to the relevant Subject Leader.

Teachers use these procedures to support termly assessment data for numeracy, reading and writing. This is recorded on SIMS.

There are half termly pupil progress meetings; all teachers should come to the meetings prepared to discuss whole class and individual children's progress.

## **Expectations**

We expect that all children should take pride in their work. Therefore we have devised a set of presentation rules, which are followed throughout the school. These can be found as an Appendix at the end of this policy.

## **Marking**

Our school marking policy is attached as an appendix to this document (Appendix 3)

## **The Role of Parents**

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- holding parents' evenings to explain various areas of the school curriculum/national assessment/testing arrangements
- inviting parents in for curriculum meetings at the start of each term in which we outline the areas that the children will be studying during that term at school
- putting the yearly overviews and half termly overviews on the school website
- inviting parents to attend Parents' Evenings to discuss their child's progress
- setting targets in mid-year and end of year reports
- updating twitter at least weekly

We ask that parents hear their children read on a regular basis. The amount of time a child is expected to read may be different for different year groups, however it will be consistent across the same year group.

## **Monitoring and Review**

We are aware of the need to review the school Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

# Literacy Rules Of Presentation

LO: To understand the expectations for presentation of work

## **I WILL TAKE PRIDE IN ALL OF MY WRITTEN WORK.**

1. I will draw a line after my last piece of work.
2. I will self-mark using green pen e.g. DI, GP, DP, ticks and assessment grades.
3. I will respond to EBIs using my green responding pen.
4. The long date will be written on the left corner of the top line (differentiate if required).
5. I will then skip a line and write the Learning Objective (LO:) which will be underlined using a ruler.
6. Numbers or letters for questions will be placed in the margin.
7. I will not scribble in or on my book.
8. Mistakes will be corrected by placing a single line through them, or rubbing them out neatly.
9. When I start a new paragraph I will miss a line.
10. My writing will start close to the margin.

# Maths Rules Of Presentation

LO: To understand the expectations for presentation of work

## **I WILL TAKE PRIDE IN ALL OF MY WRITTEN WORK.**

1. I will draw a left hand margin 2 squares wide.
2. I will draw a line after my last piece of work.
3. I will write the short date e.g. 4/9/18.
4. I will underline the LO (this will start from Year 1)
5. I will write question numbers in the margin.
6. I will leave one square after the margin before beginning to write.
7. I will write one number or symbol in each box.
8. I will write the lesson number e.g. (Y5, L1) under the LO. I will do this in green pen.
9. I will self-mark using my green responding pen e.g. DI, GP, DP, ticks and assessment grades.
10. Decimal points do not need their own box.
11. We always leave a line between questions.

## Marking Policy

### Mission Statement

‘Where children are valued and success is recognised’

#### **The Purpose of Marking:**

- To recognise the success of the children
- To assess the child’s understanding of an objective and whether they have met the agreed success criteria
- To provide feedback to the child on how their learning can develop
- To inform the teacher’s formative assessment and future planning
- To enable children to become reflective learners
- To support progression

#### **Principles that guide our approach to marking:**

All staff, who mark the work of the children, will follow the marking policy.

In addition to this, marking and feedback should:

- be specific and relate to the learning objective and comment on previous attainment.
- be linked to the success criteria specified and agreed upon by teacher and pupils.
- be used as Assessment for Learning.
- give recognition and praise for achievement and clear strategies for improvement;
- be manageable for teachers and accessible to children.
- allow specific time for children to read, reflect and respond to marking.
- relate to personalised learning and respond to individual learning needs (which may involve marking face to face with some children).
- inform future planning and group target setting.
- refer to children’s personal targets.
- ensure consistent symbols used across the school.
- ultimately be seen by children as a positive approach to improve their learning.

Teachers will mark Numeracy and Literacy books using a WWW/EBI at least once a week. If a piece of work has been fully marked in the draft book then it only needs to be marked using the codes in the Literacy book – there should be consistency across the year group. WWW/EBI will be given in Science and Topic books on alternate weeks.

Work being put on display should not be marked.

#### **Linking Planning to Marking:**

- Marking should focus on the learning objective planned for the lesson and the success criteria agreed by teacher and class – *by the end of the lesson I will be able to...*
- There should be evidence that marking has informed future planning.
  - Does marking show the lesson was a success and should be used again?
  - Does the objective need to be reinforced – perhaps in a mental starter or plenary?
  - Was the lesson too easy?

- Were only specific children struggling to achieve the objective?
- Should children be moved from one group (table groups) to another?

**Presentation of marking:**

- Work should be marked in red pen.
- Handwriting from the teacher or TA should be neat, formed properly and joined up from Year 2.
- Comments should be written on lines, not across the page.
- There should be space available for the child to respond.
- Teachers and TAs must be accurate in their use of grammar and spelling when writing their comments.

**Agreed Symbols for Marking:**

- Below shows the marking code to be used consistently across the school.
- The marking code should be clearly displayed in each classroom.
- Overall comments and effort/attainment grades should be placed at the end of the piece of work. However additional comments may be made throughout the piece as appropriate.

|           |                              |
|-----------|------------------------------|
| <b>DP</b> | Daily Practice               |
| <b>DI</b> | Direct Instruction           |
| <b>GP</b> | Guided Practice              |
| <b>PT</b> | Partner Teaching             |
| <b>I</b>  | Independent work             |
| <b>H</b>  | High level of assistance     |
| <b>M</b>  | Moderate level of assistance |
| <b>MP</b> | Merit point                  |

|          |  |
|----------|--|
| <b>A</b> | I understand <u>all</u> of the learning  |
| <b>B</b> | I understood <u>some</u> of the learning |
| <b>C</b> | I <u>need to</u> understand the learning |

|          |                                    |
|----------|------------------------------------|
| <b>1</b> | I worked my hardest                |
| <b>2</b> | I worked well, but could do better |
| <b>3</b> | I could do much better             |

|            |                       |
|------------|-----------------------|
| <b>WWW</b> | <b>What Went Well</b> |
| <b>EBI</b> | <b>Even Better If</b> |

Children will respond to EBIs in a green responding pen. EBIs should be meaningful and allow children to progress.

**Rewards:**

- Positive comments may be made, but these must be specific:
  - Very good (too vague)
  - Excellent adjectives! (more specific)
- For effort and attainment in class the children should be rewarded with merits (up to a limit of 4 per piece of work).
- Very good work can be sent to the Assistant Headteacher to recognise the child's success.

- Work which shows outstanding effort and attainment can be sent to the Deputy Headteacher/Headteacher for a special sticker.
- Weekly Achievement Assemblies will also celebrate good work. If a child receives a certificate for a piece of work the teacher must also take a copy of that piece of work so it can be displayed on the achievement board or in the classroom.

### **Maintaining Standards Through Marking:**

*Marking should focus on the learning objective planned for the lesson and the success criteria agreed by teacher and class – by the end of the lesson I will be able to...*

However the following areas should be commented on if they fall below the expectations for that particular child:

- Spelling
- Handwriting
- Presentation (no scribbling out mistakes)
- Opportunities to extend vocabulary

### **Spelling:**

The spelling books are the only occasion when a tick is enough.

It is permitted for the children to self-mark.

Comments may be made if the teacher feels it is appropriate.

### **Review and Monitoring**

- The school will monitor the effectiveness and quality of the marking.
- All members of staff will evaluate the effectiveness of the Marking Policy annually.
- The Headteacher, and members of staff, will amend this policy on reviews, if necessary.

## **Parsonage Farm Primary School**

### **Individual Pupil Evaluations – Extra Guidance**

There are 2 versions, use either the A3 or the A4 versions.  
These can be found on the School Website.

#### **A3**

These should be photocopied double sided, so you have 2 weeks on one sheet of paper.

#### **A4**

There are 2 pages. (See folder for both pages). These should be photocopied back to back, so you have all your children on one sheet.

Regardless of whether you use 1 or 2 sheets, the children's names should be put into the grid in the same order each week.

At the end of each half term, RWI Tutors need to put their sheet in to be photocopied so that each teacher will have a copy of all their children.