



Teaching and Learning Policy

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Rationale

At St. Catherine's CE Primary School we believe that every child has the right to receive the very best quality of teaching to enable them to fulfil their potential. Through precise, quality first teaching, we equip our children with the necessary skills, knowledge, understanding, values and attitudes to become successful lifelong learners.

Aims

- To ensure that every teacher understands the elements of high quality teaching;
- To ensure that the quality of teaching directly impacts on high quality learning for all children;
- To instil within children the values, attitudes and behaviours commensurate with those of lifelong learners;

There are seven main elements to the teaching and learning policy: use of assessment; setting pupil targets; lesson planning; lesson delivery; formative marking; intervention strategies; and presentation of work.

1. Use of Assessment

- Assessment information (Rising Stars, Age Related Expectations and Ages and Stages) is used to establish what children already understand and to identify the next steps in their learning;
- Assessment information is used to organize classes and groups according to their particular learning needs;
- These identified learning needs become the basis for week-to-week planning;
- Across the course of each term regular assessment opportunities are provided to allow children to demonstrate the progress they have made. This information is used to update the child's assessment electronically through Classroom Monitor (and in some cases SIMS) and plan further learning needs;
- A range of assessment opportunities may be planned: Rising Stars assessments, past SATs papers, pupil conferences, observation, adult led tasks

2. Target Setting

- Targets are set each September for individual pupil pupils and are focused on pupils making at least good progress from their starting points.
- In Year 5 targets are set for pupils to achieve by the end of Y6, using Fisher Family Trust data.
- Teachers also set targets for English and Maths which are relayed to parents via the termly progress reports. These are updated each term and are discussed at parents' evenings
- The number of targets set for each child depends upon their attainment or their age.
- These targets must be specific and quantified (in the example below the quantified aspect is bold):

'For **each** paragraph to contain **at least two** adjectives'

- Children are presented with regular opportunities to achieve their target through independent tasks, guided work and whole class activities.
- Each teacher monitors the progress towards these targets

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- Children are to be encouraged to provide evidence of their achievement.

3. Lesson Planning

- All school planning should use school formats.
- Learning objectives are to be made explicit and to be shared with children.
- Success criteria are also to be discussed with children.
- The teaching input must contain clearly sequential interactive teaching tasks which promote learning through dialogue (e.g. talking partners)
- Teaching tasks should use a variety of methods so as to engage and motivate all learners.
- Key questions to develop and clarify understanding should be identified within the lesson plan.
- Differentiated tasks pitched at an appropriate level of learning should be outlined within lesson plans.
- Opportunities to assess learning throughout the lesson must be built into the lesson plan.

4. Lesson Delivery

- Each lesson should ensure that all children are actively engaged and involved in the lesson.
- The teaching input should use questioning, modelling and exposition to clarify the skills, concepts and knowledge children are to acquire;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups;
- The pace of teaching should be brisk;
- Children should be expected to take responsibility for their own learning;
- Children should be expected to work independently;
- Praise and encouragement should be used to motivate pupils further;
- Pupils will receive immediate feedback on their progress;
- An expectation that pupils will accept responsibility for their own learning and work independently.

Teaching staff have agreed the following criteria for outstanding teaching:

If you ensure that all these elements are evident in your teaching it will more than likely be judged as OUTSTANDING ...

- ✓ Good use of time – pace of lesson
- ✓ Consistently high expectations of all pupils
- ✓ Assessment is used to plan appropriate teaching and learning strategies which match individuals needs accurately and give children the opportunities for deeper learning
- ✓ Evidence of systematic and effective checking of pupils' understanding. Support is sharply focused where necessary.
- ✓ Pupils, including SEND, pupil premium and the more able, progress well from their different starting points and achieve or exceed standards expected for their age.

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- ✓ Effective use of TA support. All staff generate high levels of commitment to learning
- ✓ Promote high levels of engagement, resilience, confidence and independence in children
- ✓ Appropriate homework consolidates learning

5. Formative Marking

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- Be manageable for teachers;
- Be accessible to children;
- Provide clear feedback to children, relating to the learning objective, curricular targets and success criteria;
- Provide clear advice and strategies for improvement and next learning steps;
- Involve all adults working with the children in the classroom;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Respond to individual learning needs;
- Inform future planning and group target setting;
- Use consistent codes across the school;
- Show children that their work is valued and purposeful;
- Ultimately be seen by children as a positive approach to improving their learning;
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

Guardians of Quality

All staff at St Catherine's will be 'Guardians of Quality' **at all times in all subjects**. By this we mean that we will have high standards for ourselves and for those children we teach not accepting work that falls below the standard that children are capable of.

How do we mark children's work?

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Verbal Feedback

St Catherine's CE Primary School recognises the paramount importance of children receiving oral feedback. Face-to-face, immediate feedback constitutes the most effective and worthwhile 'marking' as this occurs while the pupil's learning is most relevant. The adult will initially talk to the child about how they have met the learning objective and their success criteria and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and annotated with the letters O/F (Oral Feedback).

Written marking and feedback

"Basic" marking requirements:

- All work is marked in children's books using green pen by teachers and, at their direction, teaching assistants prior to the next lesson.
- If children's work is being marked with the children during a lesson it is sufficient to tick the work and write O/F (Oral Feedback). This is based on the assumption that the member of staff has discussed with the child what they have done well and what they need to do to improve.
- If glaring errors are consistently apparent (obvious spelling mistakes, lack of basic punctuation etc.) or errors are made that are fundamental to the learning (for example, the use of speech marks in narrative writing) they will be corrected as soon as possible by the child with a 'Polishing Pen'
- In some subjects, particularly maths, arithmetical or conceptual errors will be corrected and misconceptions will feed into immediate adjustments to the lesson and future planning.
- Ticks should be used for correct responses and crosses for incorrect responses. Use of the following *codes/symbols* that will be used throughout the school so that pupils become accustomed to reading and responding to them as they move through the year groups:

sp	Word spelled incorrectly
	Word or phrase can be improved or doesn't make sense
O	Incorrect/missing punctuation

Traffic Light Stamper

This will be used in English and maths as appropriate as the topic develops and always at the end of a unit or work.

Red indicates that the child still needs significant support in meeting the objective

Amber indicates that they are nearly there.

Green indicates that they have met the objective and are working at the expected standard

A **blue** circle will be added underneath the traffic light by the teacher to indicate that the child is working at greater depth.

Spellings

Words spelt incorrectly must be corrected by children. Up to 3 words should be chosen and the children should write these out 3 times e.g. beautiful x 3



If children are unsure of a spelling in their work they should underline it using a dotted line. They can then check this during paired marking or with a dictionary etc

Scrapbooks

These are discussed and celebrated in classes but will not be formally marked

“Quality” marking requirements:

Quality marking is taken to mean a more in-depth form of assessment involving further written information, provided to encourage pupils to read, respond and reflect. Teachers will ensure that this is accessible to the child. This system of marking will be carried out when appropriate in English and where necessary in other subjects. Teachers may decide to focus on particular groups of children within their class at different times, ensuring that all pupils receive ‘quality’ marked work at regular times. It is acknowledged that written feedback is only of value if pupils are given appropriate time to review and respond to it. Teachers should, therefore, be mindful of this when planning lessons and moving on to further work.

Quality marking will comprise all elements of the basic requirements (outlined above) along with:

TICKLED PINK – IN PINK PEN

A **celebratory comment** that refers to the learning objective and, where appropriate, success criteria that have been used by the child to help meet the objective. This should clearly summarise something you feel the child has done well in order to ensure they feel their efforts are valued and worthwhile. Teachers may also choose to use a pink highlighter to identify successful aspects of their work.

AREAS FOR IMPROVEMENT – IN GREEN PEN

A **developmental comment** which should be constructive, supportive and linked to learning objectives/curricular targets. It will often take the form of a question that the child can respond to verbally or in writing. Teachers may also choose to use a green highlighter to identify specific areas for improvement.

THE CHILDREN WILL THEN RESPOND TO THE DEVELOPMENTAL COMMENT BY USING A RED POLISHING PEN

NB: No other colours of pen will be used in any book

How do children evaluate their own learning?

- Pupils are encouraged to self-evaluate by identifying their own, or others, successes and areas for improvement. The plenary may then focus on this process as a way of analysing the learning.
- *Shared Marking* – teachers may use one piece of work to mark as a class, on the interactive white board using the visualiser. This enables the teacher to model the marking process and how to identify certain success criteria. It also allows the teaching and reinforcing of particular points at the same time.
- Children need to be trained to do this through modelling with the whole class, watching paired marking in action

6. Intervention Strategies

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- It is expected that all of the non-SEN pupils will make at least the expected rate of progress through quality first class based teaching. SEN progress should be agreed in consultation with the SENCo
- Each half term year there is a pupil progress meeting
- Each class teacher will analyse tracking data from Classroom Monitor to identify underachieving children in order to plan some additional WAVE 2 provision.
- The Pupil Progress Proforma should be completed/updated prior to each Pupil Progress meeting. An intervention plan is devised outlining the child's learning needs are and how they are to be met.
- If identified children do not make sufficient progress then action will be taken under the school's SEN policy.

7. Presentation

At St. Catherine's we believe that neat well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we are adopting the fully cursive method of handwriting.

At St. Catherine's all children are introduced to Cursive Handwriting from the start. We believe this raises standards in the Early Years which will impact throughout the whole school, developing confidence, accuracy and fluency and improved presentation.

Handwriting Guidance for EYFS and Key Stage One

- ☺ In Foundation Stage and Key Stage One all children will have access to triangular pencils.
- ☺ In Foundation Stage children will learn how to hold a pencil and how to form basic letter shapes.
- ☺ Formal handwriting practice is to be undertaken daily in Year One and Two for 10 minutes.
- ☺ Handwriting practice is to be included in homework in Year One and Two, in conjunction with spelling.

Handwriting Guidance for Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have handwriting sessions daily using their handwriting books. These sessions will last for around 10 minutes
- Children will write with a pencil until the Headteacher assesses that their joined handwriting is sufficient to be issued with a pen license . A pen will then be used in all subjects other than maths.
- To begin with all children will use a handwriting pen provided by the school and can progress to using a fountain pen in Year Six if they so wish.
- Pencils will be used in Numeracy or for drawing and completion of diagrams.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings.
- Handwriting practice is to be included in homework in conjunction with spelling.

Presentation guidance across the school

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- All work must begin with the date. In literacy this must be written in the following way: Monday 7th September 2009. In all other subjects the short date can be written in the following format: 07.09.09
 - The date should be written on the top line and underlined (not in the margin).
 - The next line should be missed and the title should be written on the following line and underlined. Underlining should be completed with a ruler and a pencil.
 - Children should write from the margin to the edge of the page.
 - Work should be ruled off at the start of the following lesson, leaving the teacher room to comment on the work.
 - Mistakes should be crossed out using a ruler line in pencil. In numeracy a rubber can be used at the teacher's discretion.
 - In numeracy a page can be folded vertically to prevent wasted paper.
- Felt pens should never be used in exercise books

8. Timetabling

We are committed to making the best use of all available time in the school day to support teaching and learning. A blank timetable is stored in the teacher drive in the timetables folder which gives a clear structure to the teaching day. All teaching staff, with the exception of EYFS, are ordinarily expected to follow this agreed timetable. In order to support the raising of standards in maths the school day will begin with daily maths routines, followed by maths workshop and a maths lesson. After break there will be a session of phonics or spelling, punctuation and grammar followed by an English lesson. Immediately following lunchtime is a half hour session of readers' workshop. Further details are available in the maths and English policies.

Materials

Pencils are provided by the school. In Key Stage Two handwriting pens will be available or may be provided from home. The use of roller balls, biro and gel pens is allowed at the discretion of the teacher.

Fountain pens may be purchased by parents. Guidance on style of pen is available from the school

To aid pupils' handwriting we have purchased a site license for 'Handwriting for Windows'. This font should be used alongside 'Arial' when producing computer generated writing.

Special Educational Needs:

Pupils with a defined record of support are supported in their handwriting and presentation through individual or group support from the teaching assistant or teacher, monitored by the class teacher and Special Needs coordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.