



GRANGE PRIMARY SCHOOL

Teaching & Learning **Policy** **September 2016**

Introduction

At Grange Primary School we aim to provide every child, irrespective of gender, race, culture or ability, with a rich, stimulating and varied learning environment, through which they can acquire knowledge and skills whilst challenging their thinking.

The aims of the policy are to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage children to respect ideas, attitudes, values and feelings of others
- Show respect for all cultures and in doing so, promote positive attitudes towards other people
- Enable children to become international citizens with a clear understanding of the global world they live within
- Enable children to understand their community and help them feel valued as part of the school community
- Help children grow into responsible, reliable, independent and caring citizens

Implementation

Effective Planning, Teaching and Assessment

All teachers are expected to maintain –

1. A Planning File
2. A Big Read / Guided reading file
3. A SEN file
4. A Tracking file
5. An Assessment file
6. A Behaviour file

1. Planning file – includes:

- Long term planning
- Medium term planning for all curriculum areas

- Weekly planning for English (Literacy and Language) and Maths (MMS).
- Topic areas outside of the IPC are completed on the school planning grid and include; a learning objective (taken from the National Curriculum, EYFS or Primary Framework)
- Flipchart
- Steps to success
- Teachers introduction
- Activities
- Plenary
- Additional challenge
- Differentiation for all learners and assessment
- Deployment of other adults and teacher evaluation notes recorded within the lesson.
- Maths No Problem, 'Language and Literacy', IPC and Jigsaw planning is annotated including the above information.

2. Big Read / guided reading file which includes;

- Weekly planning;
- Weekly observations
- Assessment for tracking pupils
- Reading standards for each child
- Assessment information for the class within reading

3. Tracking file – includes:

- 5 pupils from a range of abilities in reading, writing and maths
- Termly tracking information
- Records of meetings with the children
- Records of PPM meetings with SLT
- Assessment information
- Evidence of additional target setting and evidence of impact.

4. Behaviour file – includes:

- Records of children that have been sent out of class
- Time out sheets that have been completed in line with the school behaviour policy.

What planning needs to include

Lesson plans need to be well prepared, resourced and involve well paced lessons that maintain high levels of motivation, engagement and interaction with the class.

- Planning needs to reflect all points identified in the teaching and learning non- negotiables.
- Planning needs to recognise and value pupil voice. This will be evident through the use of SOLO Taxonomy – pupils using the language of learning to explain understanding.
- Planning needs to build on pupils skills, knowledge and understanding of the curriculum, in order to support development as 'learners for life'. Lessons need to be differentiated and challenge identified so that all learners make good progress within each lesson.
- Planning needs to detail clear provision for the effective use of TA's. Maths No Problem, 'Language and Literacy', IPC and Jigsaw plans

are annotated to show how the teaching and learning is personalised to meet the needs of the class including –

- Based on prior learning
- Clearly defined learning objectives, steps to success and learning outcomes
- Key vocabulary
- Range of questioning
- Highlighted speaking and listening activities
- Range of interactive teaching and learning strategies
- Challenge for all learners
- Differentiation
- Teacher and additional adult role identified
- Plenary tasks link back to the objective
- Range of resources, including ICT
- Assessment opportunities and use of AfL
- Annotations on planning to show evaluations of learning and next steps
- Cross curricular links (including SMSC where appropriate)

Assessment Procedures

Within each lesson teachers use AfL strategies to form accurate judgements on pupils' understanding. They target support and adapt teaching in accordance with this. Assessment needs to reflect all points identified in the teaching and learning non- negotiable. Teachers annotate planning and record evaluations on pupils' progress and how this will impact on future learning.

Teachers use the marking policy to provide feedback to pupils and identify specific areas to progress to the next level through 2 stars and a wish (see marking and feedback policy).

Pupil progress is discussed in termly Pupil Progress Meetings (PPM's) where we can identify and target additional support a child may need to help them progress.

Teachers form assessment judgements each term on reading, writing, maths and science (termly for speaking and listening). They track and monitor progress throughout the year to ensure all pupils are achieving well. These judgements are formed by using the standards sheets for reading, writing, speaking and listening and maths. For Science, these are formed from the objectives for each unit. The progress of 'tracking groups' and any children working within intervention groups is also monitored. These are reported to SLT in the form of –

- Working below the expected level
- Working within the expected level
- Working securely at the expected level
- Working at greater depth

Assessment in foundation subjects are collected each year and tracked by subject leaders and SLT.

Targets are set at the beginning of the year and are re-evaluated if pupils meet or exceed these targets. Additional targets are also set within provision maps, IEP's and for tracking children.

Teachers set curriculum targets to pupils in reading, writing and maths. Targets are set from gaps in standard assessment sheets, Maths No Problem objectives for the term and are developed through the wishes that they are given in writing and maths. In reading, targets are given within big read sessions. Teachers work with children on identifying their next steps in learning and children are encouraged to develop these skills across all areas. When a pupil has achieved a target, they progress to a new one based on next steps in the standard assessment sheets. Progress within these targets are tracked by leadership in PPM's each half term.

Phonics (RWI) progression is tracked by leadership each half term and pupils groupings are reorganised accordingly. Teachers and support staff meet regularly to track the progress of different phonics groupings.

Homework Procedures

All homework, spellings and times tables to be given out on a **Monday** and returned on a **Monday** – Homework files are kept to keep a record of who has returned their homework and the tasks set.

Year 1 Reading book – changed weekly Weekly spellings 1 Literacy / Maths	Year 2 Reading book – changed weekly Weekly spellings X tables 1 Literacy / Maths
Year 3 Reading book – changed weekly – reading journal work Weekly spellings X tables 1 Literacy 1 Maths	Year 4 Reading book – changed weekly– reading journal work Weekly spellings X tables 1 Literacy 1 Maths
Year 5 Reading book – changed weekly– reading journal work Weekly spellings X tables 1 Literacy 1 Maths	Year 6 Reading book – changed weekly– reading journal work Weekly spellings X tables 1 Literacy 1 Maths SAT's book revision work (Spring Term)

Additional expectations –homework projects and IPC homework linked to current topic.

BEHAVIOUR EXPECTATION

All staff are expected to -

- Maintain high expectations of both yourself and all pupils at all times.
- Have high expectation of and insist upon the very best of all pupils in relation to:
 - ❖ Behaviour, not only within your own class but also around the school in general.
 - ❖ Quality and amount of work achieved.
 - ❖ The following of agreed school rules and practices
- Be positive in all you do

CLASSROOM ETHOS

- Children need to be aware of classroom routines and procedures, and of their own responsibilities.
- In each classroom a time out table and seat are clearly labelled with adequate time out sheets and a 5 minute timer
- School and playground rules that have been established by the school council are displayed throughout the school.
- Positive class and school rules are established at the start of the term, worded so that children can see what is acceptable, rather than what is not. The school rewards and consequences are adhered to (see behaviour policy)
- The room needs to be labelled and organised in such a way that enables the children to be independent in as many respects as possible (e.g. access to the glue, paper of various grades for different purposes)
- The classroom organisation should clearly support other adults who work or help there.
- Systems should be in place to allow children access to a fair share of quality interactions with the teacher which are respected by other children.
- Teachers should move around the classroom rather than expect children to come to them.
- All children should be included within each lesson.
- Groups and pairings need to be flexible, so that different groups work together for different purposes.
- All pupils should share responsibility for maintaining a tidy classroom.
- Tables should be organised in such a way that allows collaborative and individual learning where appropriate.
- All planning for the week should be clearly displayed in the classroom and the past weeks planning should be filed into the planning file.
- Pupils must be supervised at all times.
- Notes for supply teachers and all termly timetables (class, assembly, hall times, playground duty etc.) must be displayed clearly.
- All classrooms should have an interactive and well presented book/reading area.

THE TEACHER IS RESPONSIBLE FOR ENSURING THE FOLLOWING:

- They have sound subject knowledge and understanding of the subject being taught.
- The pre-planning of tasks, activities, pupil grouping arrangements and resources.
- Differentiation; to take into account the needs of all learners, including providing challenge for those who are working at greater depth.
- A clear explanation of the learning objective i.e. the children will know the intention of the lesson.
- Appropriate work activities to help the children explore, develop and practice the new learning in order to achieve the learning objective.
- Appropriate resourcing.
- They ensure that the deliveries of lessons are quiet and pacy.
- They ensure expectations of pupils in terms of learning and work produced.
- Clear expectations of pupils work i.e. quantity and quality.
- Marking and assessment to inform both pupils and the teacher of what has been achieved and next steps.

KEY FACTORS IN LEARNING

This policy is based on the premise that children learn best:-

- When they are given opportunities to find out for themselves
- When their learning is more active than passive
- When they are given the support they need to become independent thinkers
- When they are constantly made on them to think, question, and wonder why
- When they have the chance to view problems from different points given leading to “Oh- I’ve got it now!”
- When they succeed more than fail
- When it is safe to make mistakes
- When they are in the position to make choices
- When they are working in a stimulating learning environment
- When they know what is expected of them, and no limits are placed upon what they can achieve
- When they have a stake in their own learning, for example through personal targets or self assessment
- When they are taught in a variety of different ways

We want pupils to have positive attitudes towards learning demonstrated by their motivation, enjoyment, interest, concentration, perseverance, independence, co-operation, willingness to think for themselves, and willingness to engage with tasks including homework.

PRESENTATION OF CHILDREN’S WORK

- The date should be written on the top of work, in full form in English or digitally in maths
- Children should be taught that work in maths books should follow the guidelines in ‘**How we set out our Maths**’.
- Children should be taught that work in literacy books should follow the guidelines in ‘**How we set out our English**’.
- Titles or learning objectives should be underlined with a ruler.
- With corrections/errors, excessive use of rubbers should be avoided, children should be encouraged to put a line through any errors and continue with their work.
- The child’s name should be written on the front of loose work and paintings. The name should be written with appropriate writing materials so that the name does not become the piece of work.
- All work completed on worksheets should either be trimmed down and stuck neatly into children’s books or kept in a paper wallet file with the child’s name clearly labelled
- All books are clearly labelled with the Grange Primary School tag including the child’s full name, subject, teachers name, subject and book number
- Display work must be trimmed neatly with a trimmer (straight lines) or scissors (curved lines).
- Pen should be introduced when the child’s handwriting is ready.
- Wax crayons and colouring pencils can be used in exercise books. Felt pens can be used on single sheets of ‘good quality’ paper.
- Thought should be given to the storage of the children’s’ books and work to avoid them getting scruffy and so that they are easily accessible.

This policy will be reviewed September 2017

Appendix 1

Grange Primary School Teaching and Learning Non-Negotiables

1. There must be a clear learning objective that relates to the learning journey and National Curriculum expectations with linked steps to success with input from the children.
2. There must be links to previous and future learning.
3. Challenge for all throughout the lesson.
4. A variety of groupings and the use of talk partners.
5. A range of scaffolded strategies to support all groups of learners.
6. All lessons must be well paced.
7. Concepts must be taught using a variety of strategies.
8. Development of core skills.
9. Opportunities for assessment:

Grange Primary School
Teaching and Learning Non-Negotiables

1. There must be a clear learning objective that relates to the learning journey and National Curriculum expectations with linked steps to success with input from the children.

This may look like:

- Children generating S2S from a WELL example.
- S2S forming a tick list towards the finished piece of work (maybe pictures in the EYFS).
- Decontextualised learning objective: skill based rather than focusing on the topic.
- Learning objective phrased as..... We are learning to
- Generic S2S for reading, writing and mathematics referred to where appropriate in all lessons.
- S2S referred to throughout the lesson.
- Teacher and children use learning objective to assess learning and quality mark.

2. There must be links to previous and future learning.

This may look like:

- Questioning that assesses prior knowledge at the start of the lesson.
- Talk partners recapping learning in previous lesson.
- Making the learning journey visual and where possible with purpose.
- Children being given the opportunity to articulate how the lesson features in their learning journey.
- The children showing that they see the relevance of the learning journey and how it fits in with the unit of work/ end product/ other areas of learning.
- Planning that has been evaluated and adjusted based on the learning that has taken place.
- Pupil voice showing that they have been included in deciding what they will learn and how they will learn it.

3. Challenge for all throughout the lesson.

This may look like:

- Varied levels of challenge to choose from e.g. incredible, amazing and fantastic.
- Mixing the levels of challenge so that the children have to look carefully at their work when they choose.
- What if not? Challenges.
- Fluency, reasoning and problem solving.

- Purposeful groups in lesson introduction e.g. more able – independent work, lower ability – scaffolded support.
- Opportunities to develop resilience and independence.
- Varied groups with changing roles within them.
- Paired teaching (mastery)
- Opportunities to develop understanding and key skills in a range of contexts.
- Purposeful use of technology.

4. A variety of groupings and the use of talk partners.

This may look like:

- The majority of questions posed to talk partners.
- The use of a range of strategies to develop talk for learning e.g. popcorning ideas and hot seating.
- Specific pacey time limits for talk time.
- All children given the opportunity to share their ideas.
- Talk partners change regularly.
- Clear expectations on what talk partner time looks like e.g. children facing each other.
- S2S generated for talk partners.
- Mixed ability groupings with roles within the group that change.
- Independent learning.
- Hands up for questions only.
- The use of talking frames e.g. this is how to structure your talk when discussing with your partner.

5. A range of scaffolded strategies to support all groups of learners.

This may look like:

- WELL examples.
- Opportunities for the children to magpie ideas with specific limitations e.g. you can have 3 of my ideas.
- Use of the visualiser to celebrate success or brilliant mistakes.
- Vocabulary list/sentence starters.
- Structural support for a written piece of work.
- Paragraph headings for planning.
- Concrete leading to abstract resources e.g. images, videos.
- A learning environment that supports learning e.g. vocabulary board, a purposeful working wall including input from the children, number lines appropriate to age group, number squares, phonic charts, writing frames, word banks.
- Using scaffolded resources that are appropriate to each group of learners and ensure that the resources do not limit the learning.
- An effective use of support staff to ensure the progress of all learners that does not inhibit independence.
- Focused group work is purposeful and does not take away from high quality teaching.
- Purposeful use of technology.

6. All lessons must be well paced.

This may look like:

- Teacher talk/input to whole class limited to 10 minutes.
- Whole class work is interactive and includes all learners.

- Mini plenaries that are linked back to the learning objective and the S2S.
- Specific time limits with clear expectations on the quality and quantity of work.
- The use of non-verbal signs.
- All parts of the lesson link back to the learning objective or the end goal.
- Purposeful use of technology.
- Lessons to be delivered according to the timetable (not extending over other lessons due to lack of pace)

7. Concepts must be taught using a variety of strategies.

This may look like:

- Elements of competition.
- Putting learning into different contexts.
- True and false activities with justification.
- Purposeful technology links.
- Variety of carpet activities.
- Children as the teacher.
- Investigation approach.
- What if nots.
- Starting with a problem to solve.
- Starter questions e.g. the odd one out or what mistakes did I make?
- Hooks for learning.
- A range of visual and auditory stimulus.
- Celebrating mistakes/ spotting the interesting mistakes.

8. Development of core skills.

This may look like:

- High expectations on the presentation of work.
- Development of independence.
- Reference to learning behaviours.
- Opportunities to develop reading, writing and mathematics across the curriculum.
- Generic S2S for reading, writing and mathematics that are referred to across the curriculum.
- Clear expectations on the quantity of work (this is likely to be different for different groups of learners).
- Showing a model of the way you want the children's work to look e.g. using squared paper.
- Spelling errors to be corrected as in the spelling/marking policy.
- Purposeful technology links.
- High expectations for handwriting. Refer to handwriting policy encouraging cursive script as soon as individuals are ready.

9. Opportunities for assessment:

This may look like:

- Mini plenaries throughout the lesson leading back to the learning objective and S2S.
- Purposeful use of the visualiser throughout the lesson to celebrate mistakes or learning.
- Sitting back and observing (2-3 minutes) before deciding what support children need.
- Giving developmental feedback.
- Opportunities for peer and self-assessment that link back to the learning objective and S2S.

- Opportunities to assess learning and leaning skills they have used.
- Getting children to evaluate the teachers input and how it can be adapted to support the children learning further.
- Opportunities for the children to give feedback rather than just to take it.
- Giving the children the opportunity to explain verbally as well as in written form.
- Opportunities to edit and improve their work throughout the lesson.
- Following the marking and assessment policies.
- Pee marking (looking at one book in pairs).
- Getting the children to record a reflection or explain it to someone else.
- Revising the WAGOLL or WELL examples.
- Use of a range of question types.
- Evaluate and adapt the learning journey within the lesson/ future lessons based on the assessments carried out.

Appendix 2

Grange Primary School

How we present our work in English –

1. Always write in pencil, unless you have received a pen licence.
2. Draw a line after the last piece of work.
3. Draw a margin (if there is not one already there).
4. Write the long date in the right corner of the page.
5. Underline the date.
6. Leave a line.
7. Write and underline the WALT?
8. Leave a line.
9. Start you work.
10. Complete – ‘We have learnt to ... ‘at the top of the piece of work.

Monday 5th November 2016

WALT? We have learnt to write a
setting description.

How we present our work in Mathematics –

1. Always write in pencil.
2. Draw a line after the last piece of work.
3. Draw a margin.
4. Write the short date in the right corner.
5. Underline the date.
6. Leave a line.
7. Write and underline the WALT?
8. Leave a line.
9. Write one digit in each square.
10. Write one operation in one square.
11. Leave a line between sums.
12. Divide the page into two equal sections if necessary using a ruler.
13. Complete – ‘We have learnt to ... ‘at the top of the piece of work.

5/10/16

WALT? We have learnt to
convert fractions to decimals.

Appendix 3

Grange Primary School
Marking Key

p	Punctuation needed
P	Incorrect use of punctuation
cap	Capital letter
cap	Capital letter in incorrect place
_____	Spelling mistake
sp	
_____	Repeated spelling mistake
^	Word missing
_____	Better word desirable
BW	
_____	Incorrect grammar
g	
n/p	New paragraph //
n/l	New line /
I	Independent work
GP	Guided practice
PW	Partner work
*	What has been done well
w	An improvement needs to be made
SA	Self-assessed
PA	Peer assessed

Green for good and pink for think!!

