



Teaching and Learning Policy

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Introduction

At Kates Hill Primary School we believe in the concept of lifelong learning and an experience that is rewarding, challenging, enjoyable and is accessible to everyone. Teaching and Learning at Kates Hill intends to promote consistency, high expectations and to raise standards and achievement. It is designed to develop inquisitive, resilient learners that are prepared for an ever changing society.

Good quality first teaching means effective learning and this is what we should be striving for in every lesson. Good teaching and learning should be seen as an entitlement and expectation. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Our Teaching and Learning policy aims to ensure that the children at our Kates Hill are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a standard uniform approach, can be easily evaluated and ensures equal opportunity for all our pupils.

Aims and Objectives

We expect every teacher to deliver good or outstanding lessons - no child deserves less.

By adopting a whole school approach to teaching, we aim:

- To provide consistency of teaching and learning
- To enable teachers to teach as effectively as possible through coaching support and ongoing CPD
- To give children the skills they need to be lifelong learners through a progressive and well thought out curriculum that provides both depth and breadth of learning
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared throughout
- To provide both high quality teaching and a rich and varied learning environment which allows children to develop their skills and abilities and to achieve their full potential

The children are also encouraged:

- To become confident, resourceful, enquiring and independent learners
- To develop their self-esteem and help them build positive relationships with other people
- To develop both the children's self-respect and ability to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into independent and positive citizens
- To be resilient and reflective learners who know that it is fine to make mistakes.

Effective Learning

We recognise that children learn in many different ways, and when planning for learning we ensure wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in children:

- Knowing they have succeeded
- Feeling they can do more through reflection, editing and improvements
- Explaining what they have learnt through reasoning
- Applying their learning to other situations to show a deeper understanding
- Being able to teach it to someone else
- Feeling positive about themselves as learners

We encourage children to take responsibility for their own learning, 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 Teaching

It is every teacher's responsibility to develop, improve and facilitate rapid progress for each child. Effective learning only comes about from effective teaching. As it is the expectation of the school, the Governing Body and LLMAT to expect that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes. For effective teaching to take place, there are a number of 'common classroom practices' that we feel need to be followed.

Common Classroom Practices

- Have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage children.
- Plan an effective sequence of learning to build on children's prior skills, knowledge and understanding in depth.
- Demonstrate a secure subject knowledge and a reflective practice.
- Incorporate pupils voice / likes into planning and teaching.
- Be 'learning ready' through well prepared resources and a supportive and enabling learning environment.
- Ensure the learning environment is safe and all safety issues in lessons are resolved.
- A hook at the beginning of a lesson to fully engage pupils.
- Give clear focus through explicit learning intentions (WALT) and success criteria (WILF).
- Set challenging but achievable expectations for all children.
- Clear differentiation included to enable all pupils to access learning and foster the involvement of all children.
- Deploy positive behaviour management strategies to motivate and encourage children to respond appropriately and help create a focused climate for learning.
- Include modelling so learning expectations are clear.
- Use high quality questioning to challenge, surprise and deepen learning through greater reasoning opportunities.
- Positive interactions and communication between teacher and child, peer to peer and evidence of cooperative learning.
- Gauge pace, speed, challenge appropriately.
- Create opportunities for self-evaluation and reflection, built in throughout the session.
- Use consistent feedback approaches in-line with whole school policies and procedures (Marking and feedback policy- see **Appendix 1**) to enhance learning.
- Use of ICT to engage, develop, extend and share learning.
- AfL present in all aspects of the lesson.
- Utilising varied and flexible teaching styles, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)
- Learning environment used to extend the curriculum.
- Active learning including learning outside, learning from experts and the use of education visits.
- Update data using in school system to have a clear understanding of children's progress, fill gaps and build on prior knowledge.
- Be accountable for developing CPD and be prepared to try new approaches.
- Always be prepared to amend and adapt practice when necessary.
- High expectations of work, behaviour and attitudes

Learning Environment

The surroundings in which children learn can greatly influence their academic performance. At Kates Hill we believe that the environment should be an extension of the curriculum and sets the climate for learning and enables all children to access that curriculum.

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of. They should:

- Be welcoming, inviting and interesting
- Be interactive, stimulating and inspiring - high quality displays throughout the school to extend learning opportunities.
- Celebrate learning
- Be rich in literacy print and number

- Reflect our values and our community
- Be age appropriate
- Encourage independence and experimentation
- Support collaboration and independent learning
- Be safe and secure
- Be kept tidy and organised so resources are easily accessible to all
- Include areas that invite children to read and enjoy books

Progress

Rapid progress in learning is central to our ethos, as is 100% achievement and all pupils are expected to make progress. We base our teaching on our knowledge of the children's level of attainment and differentiate tasks accordingly to provide challenge for each child's level of ability and so ensure progress is made in each lesson. When planning work for children with Additional Educational Needs, we give due regard to information provided by outside agencies. We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard.

We set targets for the children in each academic year and we share these targets with both children and their parents. We review the progress of each child half termly and Pupil Progress Meetings are used to discuss with senior leadership team members, the progress of individuals and the whole class.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups of pupils. Interventions and adaptations are made to support pupils who are at risk of not making expected progress and those exceeding expectations.

Evaluation of Teaching and Learning

Evaluating the quality of teaching will form part of an ongoing cycle which incorporates our CPD programme. Reviewing and evaluating classroom practice across the school will take place in the following ways:

- Teaching coaches and SLT conduct coaching observations, give feedback and work together on areas for development.
- Evaluation of planning and marking as outlined in the strategic yearly plan.
- Learning walks to take place by The Leadership Team as outlined in the strategic yearly plan.
- Mini learning walks take place at any time of the year to support reviews, obtaining information for RAP, ascertain effectiveness of key stage / whole school CPD
- Each subject leader monitors Teaching and Learning so they can evaluate impact, set new targets, make alterations to curriculum plans. Subject leader plans feed into the Whole School Improvement Plan.
- Learning Hub discussions / Peer Support/Coaching
- Phase meetings and support
- Pupil Voice
- Evidence of work, progress and data in Raising Attainment Meetings. Findings will filter in to our whole school Provision Map.

All of this information is used to make a school judgement on the Quality of Teaching at Kates Hill and to help with professional development and targets to raise standards across the school.

Governors will be presented with key findings of all evaluations that take place in school, as well as actions points for future development.

As a school we will seek to improve learning via:

- Peer support, observation of practice at all levels
- Sharing of good practice within school and across LLMAT schools (formal and informal)
- Pupil Voice
- Meetings and INSET (School and LLMAT)
- Coaching, mentoring and induction

- Professional Standards and Appraisal
- Phase evaluation and planning
- Coaching observations and Learning Walks
- Line management and leadership at all levels

Reviewed January 2021



Marking and Feedback Policy

Date:	January 2021
Review:	July 2021

Written by Judie Matthews and
developed by marking working party

Marking and Feedback Policy

INTRODUCTION

At Kates Hill Primary School we believe that high quality and consistent marking enables the children to see the progress they have made and clearly shows how to move their learning forward.

1. Aims:

We mark children's work and offer feedback in order to:

- Praise children for achieving their WALT
- Give a clear picture of how far they have come in their learning
- Provide next steps
- Share expectations
- Gauge their understanding, and addressing misconceptions;
- Provide a basis both for summative and formative assessment and inform individual tracking of progress.
- Inform future lesson-planning and resources

2. Principles of marking and feedback:

- The process of marking and offering feedback should be a **positive** one. The marking should always be against the lesson's learning outcome - WILF (What I'm Looking For).
- Where met, individual learning targets are acknowledged e.g. those with My plan targets
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess using purple pen
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed. This should be a regular practise in the classroom and addressed immediately by the pupil in purple pen if it is an edit or a purple asterisk so the child can continue in pen or pencil.

3. General Guidance to teachers

Assessment and feedback

- In order to mark effectively, you will need a: red pen, pink and green highlighter and ensure all pupils have access to a purple pen.
- All pieces of work will contain the date and WALT (We Are Learning To...). Younger children/ SEN may be supported with this.
- The teacher will share the WILF (What I'm Looking For...) which will be differentiated accordingly.
- The teacher will mark against the WILF / Success Criteria.
- Written comments, where necessary, should be positive, neat, legible and written in red. Teaching Assistants will mark in green.
- If children have worked 1:1 or in a group with the teacher they will put **CT** next to the WALT and **TA** if they have worked with a teaching assistant.
- The teacher will discuss the progress towards the WILF/ Success Criteria during the lesson and address any misconceptions

- Self-Assessment - The children will be encouraged to assess their learning against the WILF continually throughout the lesson using a range of formative assessment strategies (see appendix 1)
- Peer Assessment - When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. This should be completed in pen/pencil to give feedback and responses in purple pen.
- Work should be assessed prior to the next lesson.
- A spelling mistake is indicated with **sp** above it and to be written correctly by the child once.
- Children are given time each lesson to read and respond to marking in purple pen.

Purple Pen

The purple pen is to be used by the pupils in the following cases:

- Editing work in English/topic
- Corrections in maths
- Responding to feedback
- Self- evaluation/self- reflection
- Addressing misconceptions
- Responding to verbal feedback (in KS1 and with SEN pupils a purple asterisk can be used to show that pupils have responded and continue to write in pen/pencil)

4. Specific guidelines for English

(Examples of good writing should be displayed in every classroom alongside a WAGOLL)

- On a regular basis an extended piece of writing is to be marked by highlighting the best examples of where the Success Criteria (WILF) have been met that day in **green**.
- An area for development will be highlighted in **pink**. This will be linked to where a success criterion has not been met, or where further improvement is possible.
- The comment will provide a short task aimed at improving the area identified in pink.
- Teachers will encourage the children to check that their writing meets the WILF during the lesson as a form of reflection and self-evaluation and use their purple pen to edit.

Spelling and Grammar

- Teachers will comment on spelling and grammar only in the following cases:
 - - If spellings and grammar were part of the lesson focus/objective;
 - - If it is a spelling/high frequency word or phoneme that has been taught in previous years or is in the year group spelling list
 - - If it is related to the child's target.
 - - If it relates to technical/ key vocabulary that has been modelled in the lesson

5. Specific guidelines for Maths

- Children will be asked to self-assess every lesson. They will highlight/colour a square red, amber or green neatly
- Teachers will give focused and positive developmental marking by setting a challenge to move children's' learning on.
- 'Just checking' will be carried out frequently to either check their understanding of the previous topic or to see what they know about the next topic they will be learning about
- When possible, teachers should offer an explanation or model to clarify a misconception.

Symbols and Abbreviations

Symbol	Meaning
CT	Worked with the teacher (red pen)
TA	Worked with the teaching assistant (green pen)
I	Worked independently (Y1 and SEN)
P	Worked in a pair
✓	Correct answer. Well done
C	Please correct (maths)
^	Missing word
SP	Please correct the spelling
VF	Verbal feedback given
WS	Year 1/SEN
/ (Key Stage 2)	New sentence
// (Key Stage 2)	New paragraph

6. Specific Guidance for Year 1 and SEN pupils

Where appropriate, teachers may use the Early Years guidance for marking in order to assess a child who is working within this style of curriculum. Annotations can be used to show how a child has completed work either through an adult led or child initiated activity. Where pupils are still working within the Early Years curriculum, these statements can still be addressed in marking.

7. Marking and Feedback Policy in the Early Years

Philosophy

In the Early Years at Kates Hill Primary School ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and carers. In Nursery and Reception, each child has a Learning Journey, and in Reception a Literacy book, to record highlights of their learning journey over the year. Their Learning Journey is a shared document and parents and children are encouraged to make contributions.

The Early Years Foundation Stage states that *“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and*

support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share”.

Learning Journeys

A learning journey is a celebration of a child’s achievements and interests during their time in the Early Years and it shows the journey of a child’s learning and development through carefully chosen, dated and sequenced:

- Observations (recorded on an observation pro forma)
- Annotated photographs
- Child initiated pieces of work
- Snapshots of significant achievements
- Child’s voice
- Parent’s voice

The entries into Learning Journeys will be dated and linked to the appropriate area of the EYFS in order to indicate a child’s progress in their learning and development. The Characteristics of Effective Learning are looked at. These play a central role in a child’s learning and in becoming an effective learner.

Literacy books

The Literacy book is used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are a way of tracking a child’s progress in their Literacy skills over the year. These books, as with Learning Journeys, will be regularly shared with parents.

Early Years Marking and Feedback

Children’s work is annotated where necessary, giving the context to the piece of work and / or recording the ‘voice of the child’; this supports adults in the assessment of the child’s overall understanding and attainment.

Symbols and Abbreviations

Red pen – Teacher

Green pen – Teaching Assistant

Green highlighter for a positive comment

Pink highlighter for a wish for future work

Symbol	Meaning	Symbol	Meaning
S	Supply teacher	LF	Letter formation
	Exceptional effort	CL	Capital letter
I	Independent	.	Full stop
WS	With support	✓	Correct letter used
VF	Verbal feedback	☞ -	Use finger space

8. Conclusion:

This policy's principles and practice have been agreed by the staff of Kates Hill and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.