

# **Bader Primary School**

## **Teaching & Learning Policy**

### **INTRODUCTION**

At Bader Primary School, teaching and learning processes lie at the very heart of the school's business and the vision of what it is we want to achieve.

*Bader staff accept that every one of us is both a learner and a teacher. We hold to the view that 'It is the personal and professional growth of teachers that will have the most impact on pupil development'. And that 'Good schools grow good teachers'.*

From Bader School Mission Statement

### **AIMS**

- To improve the quality of learning and pupil achievement.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.

## **DISPLAY**

*Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school. The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.*

As a school we will have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process.

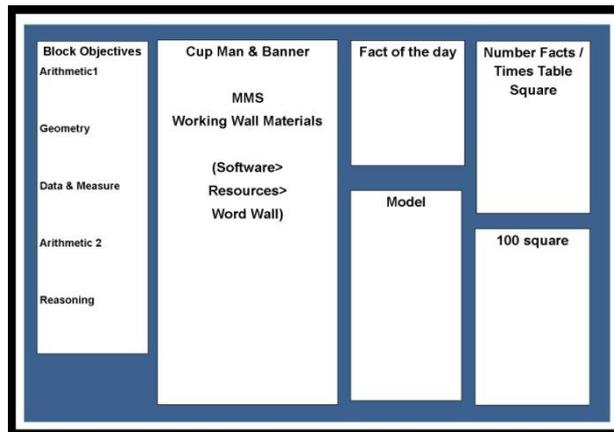
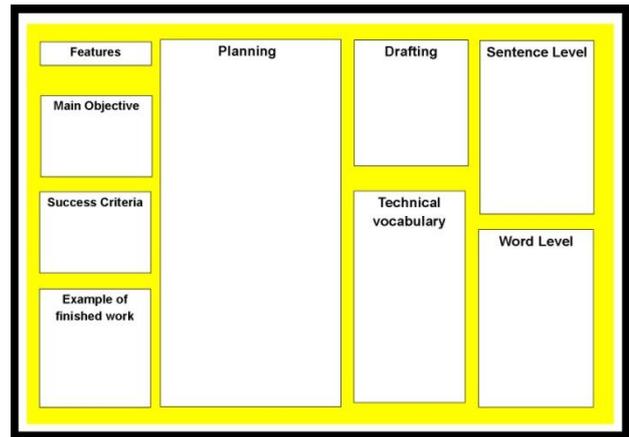
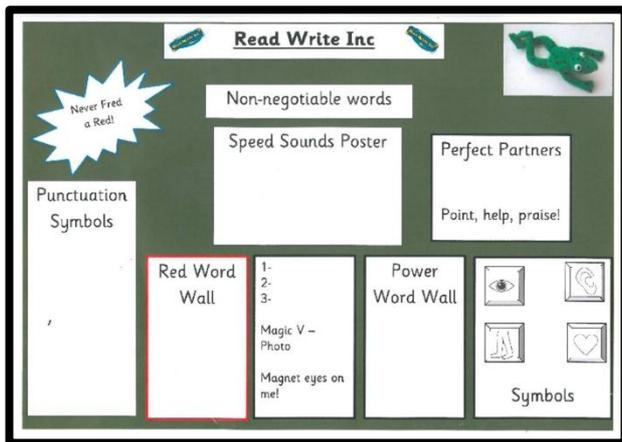
We will do this by ensuring that each classroom has:

### **All subjects**

- Learning objectives and success criteria are shared with the children at the start of the lesson and is used as a tool throughout
- A 'My Learning' AfL Board
- A celebrating success House Point Board
- A celebrating positive behaviour Behaviour Point Board
- A prominently displayed School Rules Board
- At least 2 displays showing children's work, supported with key questions about the learning processes involved
- Displays should be interactive and demonstrate the use of key vocabulary
- Interactive tables / areas- displaying equipment and resources

### **Working Walls**

Every classroom in school is set up in a standard way, with a yellow backed 'Working Wall' for Literacy, blue backed for Maths and green backed for Read Write Inc. Phonics. Each working wall is set according to an agreed format –



## CLASSROOM MANAGEMENT

- Children should be trained in classroom routines relating to tidiness and orderliness.
- They should be trained to get and replace resources.
- Take the children through the 'School Rules'.
- Explain school behaviour policy, emphasising the positive and clearly explaining rewards and sanctions
- Explain the Star of the Week and House point system.
- Practise lining up and moving around the room i.e. getting from the carpet to chairs in an orderly manner.
- Show children how you expect them to sit on the carpet, sit in their chairs.
- Teach children how you want them to stop and listen.
- Teach children to raise their hand if they wish to speak to an adult.

## **ROUTINES**

- Children will line up and be collected from the playground by their class teacher at 8:45 a.m.
- Registration should be completed by 8:55 a.m.
- At play and lunchtimes the bell signifies the end of play. Children will be collected from the playground by their class teacher at the end of every playtime.

At the end of the school day:

- Nursery, Reception, KS1 and KS2 children will be taken to the area on the playground at which parents have been told to collect their children.
- In Year 6 parents can choose to allow their child to walk home on their own.
- If parents are late to collect their children then they are taken to the main foyer. They will not be allowed to leave the school building.

## **EXPECTATIONS**

***Maintain high expectations of both yourself and all pupils at all times!***

***We resolutely pursue and endeavour to set, the very highest of standards in all areas. We envision a school where relationships are positive, expectations are high, people believe they can accomplish what they value as important, and every single person is constantly learning. We believe that a visitor to school should see people smiling, staff working together, people who care for one another, and people who respect and trust one another.***

From Bader School Mission Statement

Have high expectations of and insist upon the very best of all pupils in relation to:

### Behaviour

Speak to children in a calm firm manner and adhere strictly to agreed school behaviour policy.

### School uniform

It is expected that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher and encouraged to do so. If the problem persists, then the head teacher should be made aware.

### Jewellery

For health and safety reasons jewellery should not be worn at school. (Small sleepers and studs are allowed). If a child wears jewellery at school the class teacher should put it somewhere safe for the day and speak to parent/carer at the end of the day.

### Quality and amount of work achieved

Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work.

### ***The adults at Bader are the role models for children***

- All adults should adhere strictly to the agreed Dress Code (displayed in staff room)

## **LAYOUT and PRESENTATION in CHILDREN'S BOOKS**

### Guidelines

- Long date (except Maths) to be written at the top left of the page and underlined
- Miss a line
- Learning objective – underlined
  - 'L.O: To.....'
  - Box to right hand side of L.O. for self-assessment (✓ = understood, ? = unsure, X = not understood)
- Miss a line

Teachers should also make sure that the following happen to help the children with their presentation:

- All KS2 pupils should be encouraged to use a pen.
  - All maths work will be completed in pencil.
  - Colouring pencils only will be used in exercise books.
  - Teacher's handwriting should be neat and legible.
  - All worksheets need to be dated, marked and carefully trimmed before stuck into books
- In all subjects please ensure a **balance** between children **writing in books and use of work/activity sheets.**

## **PLANNING**

- The Renewed Framework for English and Maths provide detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- The *Maths Makes Sense* teaching and learning programme provides detailed guidance on expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- The *Read Write Inc.* phonics programme provides detailed guidance on expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all ability levels (see school's Read Write Inc. Policy).
- The school has a curriculum map that breaks up the curriculum areas for all three key stages into manageable half termly blocks. Thereby ensuring breadth and balance in curriculum provision and continuity and progression from term to term and year to year.

Teachers should look at the half termly plans to do the weekly planning. The weekly plans should:

- Turn the learning objectives from the half termly plans into the actual teaching and learning activities that will take place including broadly differentiated activities.
- Success criteria, the expectations of exactly what the children have to do in order to achieve the Learning Objective

- Plans, where needed, must be annotated to reflect SEN/ EAL/ G&T provision e.g. IPM targets, classroom assistant support, peer support, differentiated activities.
- How any adult support will be used, e.g. TAs
- Short Term Planning needs to be annotated daily, recording any changes that have occurred and whether what was planned was actually covered.
- Short Term Planning needs to be assessed daily on the planning sheet. The main focus of day to day assessment is the impact it will have on your teaching for the next lesson; (annotate planning) and catch up programme for pupils who need extra support (e.g. daily *Maths Makes Sense* support, p.m.).
- To plan how the teacher's time will be used e.g. to work with a particular group (focussed teaching).
- Use of ICT to support learning should be reflected in the planning.
- Questioning should be planned for.
- The weekly plan should be uploaded to the designated file on the learning platform.

## **TEACHING**

The teacher is responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources
- A clear statement to pupils of the intentions of the session i.e. a clear explanation of the **learning objectives** of the lesson. **(The learning objectives must be clearly written up on the board)**
- A clear explanation to pupils of the activity and expected outcome through the use of the success criteria.
- To use the **lesson format** (see below) for Assessment for Learning
- Effective teacher input which ensures pupils understand what is going on, taking into consideration different learning styles. (Use visual images and practical activities to support explanation / understanding, ensure that **key ideas and words** are shown on the board).
- Appropriate pupil work **activities** which help **pupils explore, develop and practice the new learning in order to achieve the learning objectives.**

- Thorough **resourcing** of such activities (with additional resources to support some pupils/ stretch others).
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring the **more able are stretched and less confident are supported.**
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments.
- **Expectations** of pupils work need to be made clear e.g. quantity of work, presentation, other qualities pupils should be maintaining in their work.
- The teacher needs to have planned how they will use **their time** whilst pupils are at work. Is this the time to:
  - Check that the introduction and the tasks being worked upon are proving appropriate to the different needs of different pupils
  - Work with particular pupils to support / stretch them?
  - Assessment of pupils progress
- General circulation around the class should be avoided except in so far as it enables the teacher to double check everyone is successfully on task, or to assess pupil performance.
- Activities should be **reviewed** - reinforcing the learning which it is hoped will have taken place.
- **Marking and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next.
- **Assessment for Learning** – peer and self-assessment

### Lesson Format for Afl

#### 1. Revision of previous lesson.

Discuss findings of yesterday's completed work.

Children read annotated marking, discuss and respond.

#### 2. Introduction to lesson.

Share learning objective: - We are learning...

Share the success criteria: -What I am looking for...

### **3. Main part of the lesson.**

Use of mini-plenaries to check the success criteria.

### **4. Plenary.**

Children self-assess:

Have I achieved the success criteria?

Explain what I have achieved, what I need to achieve next?

### **5. Teacher assessment of lesson.**

Mark books – use of annotation

Daily evaluation – day to day assessment

Annotate plans – for next lesson

## **MARKING & FEEDBACK**

- At Bader Primary School marking is used as a formative assessment strategy. The marking process includes both verbal and written feedback.
- Oral feedback is a most powerful tool and should be used as frequently as possible. Verbal feedback and marking with children as they are working is integral to the assessment process.
- All feedback should help pupils make progress, encourage them to strive for high achievement and build self-esteem. The emphasis needs to be on improving previous best and not on peer group comparison, fostering self-esteem and confidence.
- Marking is the teacher's day to day / week to week means of assessing pupil progress and, thereby, of planning work to meet pupils' needs.
- Work must be marked as soon as possible, and where practical, in the presence of the child.
- Teachers should mark clearly in a different colour (green pen) to the child's work.
- Marking needs to focus on the learning objective or/and the child's target. The teacher comments positively on what the child has achieved (two stars) and how to move their learning on (a challenge). The stars are put immediately above the features in the work where the achievement is being celebrated, with an appropriate, related comment entered at the foot of the piece of work – along with a clearly stated 'challenge'. The teacher is expected to recognise and handle misconceptions.

- This detailed marking will be on every third piece throughout the book and every piece in extended writing.
- HALO (have achieved learning objective) is used in all areas of the curriculum (Y2-Y6) in order to tell the child they have achieved their objective.
- Spelling errors are identified. These spellings form an individual spelling log for the child in Years 4, 5 and 6. Children in Years 1, 2 and 3 make a second attempt in their 'Have a go!' book.
- Self-assessment for Year 2 and Key Stage Two involves the children filling in a box next to the objective at the top of their work. At the end of the lesson the child will put a tick, a question mark or a cross into the box, assessing success against the objective. At Year 5/6 this could be developed into a written comment.

### **Self-correction**

Time is given at the start of each session (5 to 10 minutes) to allow children to correct errors in their work. This applies in all areas of the curriculum.

This will include the following strategies:

#### **Punctuation errors**

- Symbols, surrounded by a circle, go in the margin (or to the left side of the piece of work), on the same line as the child's error.
- The child has to find the missing punctuation and/or error on that line and correct in a different colour.
- The teacher is expected to make a judgement as to how many errors to highlight, according to the needs of the child.
- Five to ten minutes is given at the start of each lesson for the child to complete the corrections.
- The teacher is then able to assess the child's understanding as corrections are completed.

- Marking and editing should be done using the following symbols:

CL	capital letter	.	full stop
?	Question mark	!	exclamation mark
,	comma	'	apostrophe
“ or ”		F	finger space
NP	new paragraph		

- Highlighting other areas and / or not meeting the learning objective and requiring children to write *small* sections of the work –
  - *‘Rewrite this work making sure that you leave clear spaces between each of your words.’*
  - *‘Please write the highlighted sentence again using a connective.’*
- All teacher marking will be in **green** ink.
- Supply staff will be expected to mark in line with the policy. Established staff **must** ensure that they are familiar with this document.

### Maths (Maths Makes Sense)

1. In mathematics children are involved in their learning; in particular, success and achievements are identified and celebrated before children leave the lesson and it is often, if not usually, appropriate for them to be involved in peer and self-marking.
2. Teacher marking focuses on the learning objective and success criteria and consists of:
  - HALO (Have Achieved Learning Objective), unless the child has not achieved the learning objective
  - A positive comment relating to the child’s learning
  - Where possible or appropriate, a “closing the gap” question or comment, which may take the form of an additional question or part of a question, including scaffolding to allow the child to succeed
  - An indication as to whether the child completed the work:
    - I Independently
    - L With Low support

- **M** With **M**oderate support
- **H** With **H**igh support

Children **must** be given classroom time to respond to teacher’s marking and carry out an improvement on the piece of work in question.

## **HOMEWORK**

- Literacy and Numeracy homework is given out on a weekly basis.
- Homework is colour coded (printed on coloured paper), for the benefit of parents, denoting:
  - Red: May need help completing the task
  - Orange: May need some guidance but should be able to complete independently
  - Green: Completely independent

## **ASSESSMENT TIMETABLE**

### **READING**

#### Summative

- Year 6: KS2 SATs
- Year 5, Year 4, Year 3: Optional SATs – penultimate week of the month of May
- Group Reading Test at end of Autumn Term and end of Summer Term
- Annual spelling test (NFER Nelson – spelling age) at end of Summer Term

### **WRITING**

#### Summative

- Year 6: KS2 SATs
- Year 5, Year 4, Year 3: Optional SATs – penultimate week of the month of May

### APP

- At end of each unit of work an independent piece of writing is assessed (APP flow chart)
  - Feedback: Teacher discusses ‘2 Stars and a Challenge’ with child
    - Action: Child responds to challenge
    - Target: Child’s target reviewed

## MATHS

### Summative

- Year 6: KS2 SATs
- Year 5, Year 4, Year 3: Optional SATs – penultimate week of the month of May

### APP

- At end of each Maths Makes Sense block, assessment is made
  - Feedback: 1:1 discussion is had with child
    - Target: Child's target is reviewed

## TARGET SETTING

- Agreed with children during feedback sessions
- Derived from APP, to support next steps in learning
- Recorded on standard template – front cover – pasted to flip out and be accessible to child (yellow for Reading, Writing and Handwriting; blue for Maths (Number))
- If individual target met, teacher puts a 'Target Tick' (TT) in the margin. Child takes note of this and places a tick in the appropriate box on target sheet.
- Teacher open to child alerting them to having possibly met a target – self assessment.

## PUPIL PROGRESS

***At Bader we aspire to be a true community school, where pupils, parents, teachers, support staff, governors and other community members work together to achieve and celebrate success and progress for every pupil.***

From Bader School Mission Statement

The progress of **every** child at Bader Primary School is tracked and then monitored through pupil progress review meetings. Any child not making good progress has access to appropriately planned and resourced intervention strategies. Pupil progress review systems and processes run parallel to SEND systems and processes (see SEND Policy), thus ensuring that no child at Bader 'slips through the net'.