

Teaching and Learning Policy

St Leonard's Lower School

Reviewed October 2023



Aims

At St Leonard's Lower School we are Growing and Learning with God's love, we are ambitious for all of our pupils and are committed to providing an inclusive education for all, enabling each child to learn and develop the skills and knowledge they need to flourish. Our teaching and learning policy is designed to ensure that consistency in expectations for teaching and learning at St Leonard's Lower School are clear. The policy outlines the school's 'non-negotiables' and the key teaching strategies for all staff at St Leonard's Lower School. Putting this policy into practice reflects our expectations of high quality first teaching.

We believe and understand:

- Developing mutually respectful relationships with our families is essential; we view education as a joint undertaking. This involves everyone: the children, parents, staff, Governors and the wider community.
- Pupils learn best when they have their basic physical needs met, feel secure, safe, valued and feel a sense of belonging; children's well-being and personal development is at the centre of everything that we do and is fundamental to achieving success.
- A secure and stimulating environment, enables us to tailor learning, to provide children with opportunities to develop skills, critical thinking and explore concepts.
- Children's learning must extend their experience, knowledge, imagination and understanding so that they are able to realise their potential for learning and capacity for enjoyment and achieve their full potential.
- Our learners should be sensitive to the needs of others and value the contributions of others, it is our school aim that mutual respect and relationships are rooted in treating others as we would wish to be treated ourselves.

- We have a duty to ensure every child develops attitudes of co-operation, perseverance, resilience, independence, respect and responsibility.
- Each child is valued as an individual and we aim to encourage and foster their development intellectually, physically, spiritually, socially and emotionally within a caring atmosphere.

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, all staff understand that everyone in our school community has an essential role to play. Key expectations for partnership working are outlined in our Home-School agreement.

School Staff

Staff in our school will:

- Demonstrate deep knowledge and understanding of the subjects they teach, supported by the subject leaders and policies linked to that subject area.
- Use highly effective questioning that demonstrates an understanding of the ways pupils learn.
- Identify pupils' misconceptions and act to ensure they are addressed.
- Plan lessons well, introducing subject content progressively, making maximum use of lesson time and using a range of appropriate resources.
- Provide time for revision and practice so pupils embed their knowledge, understanding and skills securely.
- Teachers identify and support any pupil who is not 'keeping up' or working at age related expectations to enable them to make accelerated progress and 'close the gaps in learning'.
- Check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Provide pupils with insightful feedback, in line with the school's assessment guidelines, about what pupils can do to improve their knowledge, understanding and skills.
- Actively engage parents/carers in their child's learning through the use of effective communication systems, face to face meetings, letters, school website, newsletters, homework etc.
- Update parents/carers on pupils' progress termly and produce an annual written report on their child's progress.
- Meet the expectations set out in linked school policies.
- Celebrate achievement and have high expectations of everyone.

Pupils

Pupils at our school:

- Enjoy learning and love coming to school!
- Use resources and understand how to be a good learner so that they can be responsible for their own learning and be aware of how to support the learning of others.
- Have a growth mindset and are curious, resilient, enthusiastic learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Make the most of opportunities to learn through extracurricular activities.
- Understand how to improve their learning and act on feedback, written or oral, from classroom staff and their peers, to improve.

- Follow the school rules and meet expectations of good behaviour for learning, following their class charter, understanding their responsibilities and respecting the rights of others to learn.

Parents and carers

Parents and carers of pupils at our school:

- Are provided with concise information on how well their child is progressing, in relation to the standards expected and how they can support their child at home.
- Ensure that children arrive at school every day, on time.

Planning

The planning process is at the heart of effective teaching. It is a creative process, rather than a product. It is collaborative and allows teachers to combine teaching pedagogy with knowledge of learners, the curriculum, and the teaching context. It is a time when teachers envision the learning they want to occur and analyse how all the pieces of the learning experience will fit together to make that vision a classroom reality.

Learning overviews for each year group:

Our long-term overviews illustrate the specific subject content for each year group.

The plans for all year groups, have been created to ensure both contextual and thematic connections are clear and where relevant and appropriate cross curricular links have been made. By teaching concepts in the context of multiple subjects at once, time is used efficiently allowing opportunity to explore subject content with increased breadth and depth.

Our curriculum can be described as both cumulative and spiral in nature. To ensure that it is well structured and sequenced, progression documents, that have been specifically designed by school leaders, allow teachers to plan with precision. These documents are sequenced to ensure that progression and balance is achieved, whilst clearly outlining the end goals expected for each subject across the year groups and key stages.

The curriculum is also enriched with planned experiences, visits, assemblies, curriculum theme days, outdoor learning, sports, clubs and workshops.

Medium term planning

We use a variety of published schemes to support with our medium term planning including, Read Write Inc phonics and Spelling, White Rose Maths, Twinkl Planit it for Science, History and Geography, Kapow Primary for Art, DT and French, Charanga for our Music teaching, Jigsaw for our PSHE teaching and Understanding Christianity and Emmanuel Project resources for the teaching of RE.

Medium term planning is unique in that it enables teachers, when planning a sequence of lessons around a subject area, to think about **what** they are teaching, **why** they are teaching it, **when** they are teaching it and **who** they are teaching it for.

Teachers and subject leaders carefully adapt the purchased schemes to ensure that they are appropriate for our context and learners.

Daily Lesson Planning

Teachers plan individual lessons for all subjects, this is completed on a weekly basis. The following non negotiables are outlined during induction to ensure that planning is consistent and embedded across school.

- Learning objective (**LO**) and success criteria (**I Can**) for all lessons are included and shared with children.
- Meta-cognition strategies are clear (what I can do to be a good learner in this lesson)
- Lessons begin by revising previous knowledge
- For Numeracy, daily fluency exercises are completed at the start of every lesson.
- Models and images should be used
- Effectively planned questions should be used to deepen knowledge, encourage reasoning and help children to know and remember more.
- Opportunities for children to work collaboratively to articulate understanding, share ideas and deepen their thinking.
- All children receive high quality guided practice, leading to independent working.
- Learning tasks and resources are appropriately adapted and clearly reference how the classroom staff will effectively support all pupils within the lesson

Planning teams and planning support

- Planning, Preparation and Assessment (PPA) time is used to evaluate the previous week's planning in light of formative assessments and to plan for the forthcoming week.
- Subject leaders coach, mentor, support and monitor the planning processes across school, where required.

Adaptive Teaching

We understand that progress = children knowing more, remembering more and being able to do more.

We also understand that challenge is related not only to differentiated learning within lessons, but also the ambition for all children to achieve key end of year expectations.

Adaptive teaching is not revolutionary, it is high quality teaching for the children in our classes. Adaptive teaching happens before the lesson and during the lesson; it is 'adapting planning prior to the lesson & adjusting practice during the lesson' (EEF, 2021).

It is about planning for and teaching the learners within the classroom; ***the same diet, but at a different pace.***

Our curriculum is sequenced to ensure that pupils know and remember more. Knowledge is built on over time. Schemas are mental structures to help us understand how things work and organise knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced. This is how children learn.

It is our expectation that all of the children at St Leonard's Lower will receive high quality universal teaching as a priority, at an age-appropriate level. We believe that all children can make progress and achieve, if the right strategies are put in place at the right time, enabling them to do so. We believe this constitutes 'Adaptive Teaching'.

Adaptive teaching is reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey. We ensure that children are all challenged to achieve their age appropriate milestones. All children will access the planned learning and

curriculum content; some will understand it more deeply than others. Teachers will have the same learning intentions for the vast majority of pupils, with no lowering of expectations for those pupils who might find these more challenging.

In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies such as:

- Targeted, tailored support both within lessons and as pre/post teaching.
- Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc).
- A range of meta cognition strategies (knowledge organisers, word banks, scaffolding-writing frames/exemplars, mind maps, recall, peer explanations etc).
- Breaking down content into smaller chunks or steps.
- Modelling and sequencing (thinking out loud, manipulatives, worked out models etc.)
- Consistent visual models/resources (e.g. RWI chart, models and images used in maths, classroom equipment etc.).
- Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.
- Reframing questions (Asking a question that requires the same high level of thinking, but using a simpler construction, by using an active rather than a passive voice, or by focusing on one aspect at time e.g: If I were to add 9 to 4 what would I do?/ What are the different strategies that I can use to calculate 9 add 4?).
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these will still be appropriate and necessary for some pupils).

Learning environment

At St Leonard's Lower, it is understood that the learning environment should support the right conditions for learning. As discussed in the Reggio Emilia approach, the environment is the 'third teacher' and should be a setting designed to be not only functional but also aesthetically pleasing and reflective of the child's learning. All staff have a responsibility to ensure that the school's vision and ethos are evident throughout school.

Classrooms should be well-organised and decluttered and routines well established so that the children can focus on their learning.

Resources are clearly labelled and easily accessible. Children are encouraged and supported to demonstrate positive behaviour, both in the classroom and during social times around school. This includes looking after resources and being respectful.

Displays will not be used for decoration but will value, celebrate or support learning.

Wow Work or work of the week to be celebrated and displayed to promote high standards.

Working walls are used to display the learning journey, making the final outcome clear to the learner and supporting the learning of new and technical vocabulary. Pictures, workings out, mistakes and photographs can all be used to evidence the learning journey.

- There needs to be a distinct difference between celebration/static displays (of final pieces of work) and working walls.

- The labels for displays in Key Stage 2 should use cursive script where possible
- Curriculum displays need to have an interactive element, questions and answers posed by the children, 3D element, outline theme planning overview.
- Long Corridor Displays to have a set termly theme, this will be overseen by SLT.
- Phonic charts in EYFS to Y2 need to be visible (preferably located at the front of the class at a height within the child's eye line, preferably next to the IWB) and children in Y3 and 4, who still require the use of phonic charts, should have access to their own laminated chart to help support their writing.
- Classroom staff must ensure that the resources the children need are prepped and available (including individual resources) for each lesson. These resources must be used to support and promote metacognition.
- Ensure tables are tidy and children keep the cloakroom area well organised and clear.

Reading Corners in classrooms

Where reading corners are used most effectively, to attract the children's attention and engage them in wanting to select reading material, they have the following features:

- An attractive label stating that this is the book corner pictures/posters that draw your attention to the reading corner.
- Interactive displays that celebrate books/authors.
- Books displayed to show off the graphics of their front covers not just lined up along the spine.
- Displays that highlight a book, books from a specific author, books that represent cultural diversity and class favourites that encourage the children to choose a book to read.
- Comfortable seating to attract the children to come and sit in the corner as a place to sit quietly and browse and read books.
- A variety of reading material available books, magazines, newspapers, comics, etc.

All books will be consistent across school and therefore must have:

- Front covers with name of child, subject, number of book.
- Dates and L/O s underlined in pencil (regardless of whether child writes in pen or pencil).

Long date in English.

All other subjects short date.

- If a piece of work does not fill the page, leave one line, then use a ruler to draw a line underneath it.

After drawing the line, leave one line, then repeat the process by writing the new date and L.O

- Diagrams to be in pencil.
- All work in maths books to be completed in pencil
- Success criteria sheets to be stuck in and assessment of the skill (I can) clearly marked ticked

- I/S to clearly illustrate the level of support for each group. This also needs to be included throughout the piece of work if necessary.
- Neat handwriting from staff and pupils, in line with school handwriting policy, with clearly defined ascenders and descenders.
- Rulers must be used to draw lines and children in Y1 should be trained to do this.
- Short dates to be used in Numeracy and Science, long date in Literacy.
- Correct use of margins, lines and pages (orientation, next line/page)
- Paragraphs or sections of writing should be defined by a line
- Numbers written within squares
- Inside back cover Literacy book must have common exception words
- All worked marked by adults follow the marking policy
- Any mistakes to be crossed out using one line.
- All children to use a purple polishing pen for editing their work.
- Knowledge organisers in foundation subject books at the beginning of each new unit of work

Marking and feedback

Responses to children's work take the form of oral and written feedback and, when appropriate work is marked with the child. An emphasis is placed on the teacher feeding back to groups/classes at the end and/or beginning of lessons about progress made, any misconceptions and areas requiring further development. This supplements individual feedback and marking. Work in books must be marked before the book is next used. We are committed to reducing the amount of 'unnecessary' marking for teachers; marking will now focus on how well the children have achieved the success criteria.

All staff agreed to the following, as such work is marked in line with agreed guidelines:

MATHS

Using a green pen to:

- Highlight misconceptions
- Additional challenges
- Number reversals can be highlighted in green for pupils to self-correct.
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Use a pink pen to:

- Mark correct calculations
- Praise or reward

If a pupil makes an error in their work this should be crossed out with a single line and **not rubbed out**

Pencils should be used for all maths work.

ENGLISH

High standards in spelling and grammar should be consistently promoted in line with the English curriculum.

Incorrect spellings (core spelling mistakes) are indicated by a line under the word and written 'sp' in the margin.

The child will use word walls/word mats/phonetic mats/dictionaries to independently correct these with a purple polishing pen/pencil.

The teacher may choose one or two incorrectly spelled words for the pupil to practise at the bottom of the page.

The teacher may highlight a sentence to re-draft for a particular reason.

The teacher may ask for an element to be expanded or re-written.

Whenever a child makes a correction in their work that an adult has requested, they **must not rub out** but write the correction in purple pen above the incorrect spelling error (from Y1).

If a child has been asked to re-draft a section this can be completed at the end of a piece of work where there is more room in pencil or normal handwriting pen.

Highlight or underline in pink, sentences or phrases that you are particularly pleased with (this can be carried out in the lesson) children will soon get used to pink meaning praise or 'tickled pink'.

ALL SUBJECTS:

Children will need to have time to answer and address these comments on a regular basis, especially when marking is carried out away from children. Some children will need support to answer comments and comments need to be checked consistently and any errors corrected.

If the child achieves the learning objective (LO) a pink tick should be used to indicate this. A green dot should be used to indicate if the child has not achieved the learning objective.

Where possible children mark their own achievement against success criteria.

Children can, when supervised by staff, mark their own work.

Next steps can be identified in a variety of ways eg. through success criteria, marking comments, verbal comments or a clear understanding of the learning journey.

Verbal feedback is an effective and immediate way of guiding pupils. It is especially useful when working with very young pupils, or those with less confidence. It is important to make a note on the pupil's work to verify that verbal feedback has been given. This can be done by marking the page with a 'VF'.

Children may still have individual targets such as learning specific tables, phonics, spelling of particular words and these may be identified by the teacher in a variety of ways, but they will often be conveyed orally.

Marking Symbols (written at the top of the page)

1hp	One house point
VF	Verbal feedback given
TAS	TA help given/support
TS	Teacher help given/support
I	Independent (only used where the teacher needs this for reference)

Assessment, recording and reporting

We track pupils' progress using a combination of formative and summative assessment. We discuss and explain pupil targets with children and provide termly verbal reports against these at parents' evenings.

Pupils will receive a written report annually. Teachers and support staff assess pupil learning and progress as an ongoing process within the lesson and over time. This is evaluated by three main forms of assessment.

Formative assessment:

Used on a day-to-day basis. Teachers use this to adapt their teaching and learning throughout the lesson and to plan the next lesson and do this through:

- Observing existing knowledge at the beginning of the lesson
- Open ended questions to seek pupil understanding
- Working with a guided group through 1:1 discussion
- Observing the progress pupils make during a lesson
- Retrieval quizzes and flashback questions
- Marking pupils' work

Summative assessments:

- Used at the end of a unit of work or at key points throughout the term.
- Baseline assessment in EYFS-within the first 6 weeks of Reception
- Half Termly phonic assessments of all children accessing RWI
- Common Exception words reading and spelling termly, Read Write Inc spelling end of units.
- Planning regular assessment opportunities throughout the term, used to identify strengths and areas of development-communicated with the children.
- Teachers use a range of end of unit tests for Maths, Science and Some Foundation Subjects (White Rose, Twinkl and those created by subject leaders).
- Standardised tests for Reading, Maths and SPAG (past SATS papers)

- Boxall Questionnaires, Standardised Reading and Spelling Assessments and Strengths and Difficulties Questionnaires/Elsa assessments are also used when gathering data for some pupils, particularly for those pupils with SEND or social and emotion needs.
- If a child arrives from another school, they will be assessed within a week of arrival.
- Formal standardised scores are recorded on the whole school data management system-Target Tracker.

This information is then triangulated to generate an overall teacher assessment for each child.

□ Once data has been completed, subject leaders and senior leaders analyse whole school data, to identify trends, strengths and areas of development and to inform/assess the impact of interventions and strategies. Analysis also includes:

- Achievement and progress by year group
- Achievement and progress by gender
- Achievement and progress by ethnic group/ language
- Achievement and progress of pupils with disabilities and/or special educational needs
- Achievement and progress of disadvantaged pupils who are eligible for the Pupil Premium Grant

Statutory national tests and assessments set by the Government to compare children's achievement from school to school.

- Expected ELG by the end of Reception
- Y1 and Y2 phonic screening test
- Y2 end of Key Stage 1 assessments
- Y4 Multiplication tables check

Monitoring and evaluation

Timetabled staff meetings are used to moderate progress and standards, and jointly level pieces of work to quality assure staff judgements, in addition to phase/subject lead/cluster moderation and monitoring. These opportunities are planned to take place within the school monitoring cycle, so teachers can share pupils' work and check and compare that judgements are consistent.

Teachers use Exemplification Materials to support effective and accurate moderation of pupilwork.

Additionally, where possible, opportunities are planned between schools (LC2) for teachers to meet to compare assessment judgements with other schools within our cluster of schools.

In writing, the school purchases 'no more marking' which moderates writing nationally using a comparative judgment approach.

Senior leaders, including governors, monitor the progress that children make within lessons and over time through:

- Learning walks/Lesson 'dips'
- Book and planning scrutiny
- Pupil Voice

- Moderation of assessment judgements
- Collation and analysis of data
- Reviews of Assess, Plan, Do, Review/ SEND support Plan targets for pupils with SEND
- Link governor monitoring visits with subject leaders
- Termly Pupil progress meetings and SEND pupil progress meetings.

Feedback from this monitoring is shared with staff and governors to document the impact of teaching, learning and assessment and to plan whole school development.