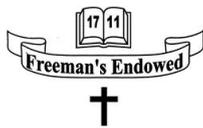


Teaching and Learning Policy 2019

Freeman's Endowed CE Junior Academy

Policy for Teaching and Learning

2019-2020



Teaching and Learning Policy 2019

Aims of this document:

- To guide and support staff in ensuring the best possible standards of teaching and learning;
- To promote consistency in the quality of teaching;
- To ensure that all pupils have access to the same high quality of teaching and learning;
- To ensure that all pupils make good or better progress.

At Freeman's Endowed CE Junior Academy we help all of our children to:

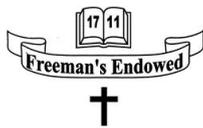
- Achieve their full potential as rounded individuals;
- Achieve high standards in all areas of the curriculum;
- Develop as confident, self-motivated, independent and collaborative learners;
- Be able to face challenges with resilience and optimise new opportunities;
- Be active contributors who value and care for the school and the wider community;
- Respect themselves and others;
- Feel a sense of pride and belonging toward the school and community;
- Respect, value and care for the natural environment;
- Understand and accept the rights and responsibilities of being citizens of the future;
- Learn about, value and appreciate our diverse society.

To achieve the above, we will provide:

- A happy, healthy, safe and secure environment;
- High-quality teaching across the whole curriculum;
- A rich, challenging, relevant and engaging curriculum;
- A wide range of extra-curricular opportunities;
- Opportunities for pupils to play a part in developing their school and community;
- A professional staff team committed to the ethos and aims of the school;
- Opportunities for parents to be active partners in the education of their children and the life of the school;
- School leadership focused on continuous improvement;
- Effective management systems which support the drive to raise standards.

School Values

Our Christian values are modelled, practised and developed through our teaching and learning at Freeman's Endowed CE Junior Academy. We are passionate in our belief that the consistent adoption of this set of values will ensure that our school will have an ethos of support, care, responsibility and ambition where everyone strives to be the best they can be.



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Teaching and Learning

Good quality teaching and learning at Freeman's Endowed CE Junior Academy is characterised by:

- High aspirations for **all** children so that their achievement and enjoyment is maximised;
- Accurate pitch, pace, support and challenge for all pupils.
- Good teacher subject knowledge;
- Effective planning matched to children's needs and interests, which promotes the development of core skills (English, Communication, Maths, Computing) in all subjects;
- A range of teaching strategies and resources that engage and challenge pupils;
- Good lesson pace; time being prioritised for pupil's active thinking and learning (efficient use of teacher talk)
- The use of questions to structure and deepen learning;
- Children having the opportunity to pose and research their own questions and explore their own interests;
- Children's involvement in their learning, including selecting their level of challenge, and the use of effective feedback and marking;
- Effective use of assessment for learning within and between lessons to ensure accurate and targeted support and challenge;
- The provision of learning experiences outside of the classroom;
- Strategies that promote high standards of behaviour and engagement;
- The effective use of the significant contribution of teaching assistants;
- Engagement with parents including the provision of homework.

Good quality teaching at Freeman's Endowed CE Junior Academy is characterised by the effective, consistent use of 7 elements:

1. Learning Intention and Steps to Success;

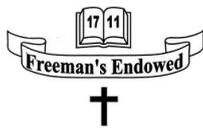
- Learning Intentions should be:
 - Achievable within a lesson.
 - Context free. E.g. *To use descriptive language features* rather than *To describe Mr Twit*.
- Umbrella Learning Objective broken down into the clear components required for success.
- Steps for Success which can be introduced at the lesson's outset or at the point of discovery but always be reflected upon in the plenary.

2. Questioning;

- Different Levels of Questioning (Blooms) promoting different thinking skills:
 - Bloom's Skills of Knowledge, Comprehension, Application, Analysis should feature in every lesson.
 - Bloom's Higher Order skills of Synthesis and Evaluation should be used where appropriate for challenge
- Differentiated questioning and movement between the different levels of Bloom's questions as appropriate within a lesson.

3. Assessment for Learning;

- Including Pre-Assessment strategies informing pitch and flexible groupings.
- Analysis of assessment data to inform class, group and individual needs.
- Effective Differentiation to meet the needs of all pupils through:
 - Differentiated Steps for Success
 - Questioning
 - Tasks chosen or set
 - The role of adults in supporting/challenging learning



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- Resources/Structures/Models.

4. Modelling;

- Modelled examples of Steps for Success are developed with the children.
- Pupils are taught how to apply modelled skills or examples to their own learning.

5. Use of a range of teaching and learning styles;

- Evidence of fluency, reasoning, problem solving.
- Variation in lesson structures and learning sequences.
- Use of practical and active learning; encouraging discussion and pupil dialogue.
- Evidence of Bloom's Thinking Skills to promote different approaches to learning.

6. Application of learning;

- Deeper learning demonstrates the application of Maths and English skills both within Maths and English lessons and in their effective transferral to other areas of the curriculum.
- Empowering pupils to work with independence, making decisions regarding their learning.

7. Effective Feedback:

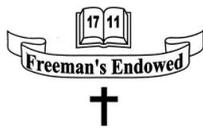
- To consolidate and challenge learning.
- To involve pupils in self-assessment and critical reflection.

Good quality learning is characterised by:

- Measurable pupil progress;
- Pupil engagement and motivation
- Pupils' ability to focus and persevere with challenging tasks;
- Pupils' ability to work flexibly, collaboratively and independently;
- Pupils' ability to make decisions about their learning including:
 - When to start their task.
 - Which resources will best support their learning.
 - Which level of challenge is appropriate for them.
 - At which level to 'enter' into the application of their learning.
- The development of the following skills:
 - enquiry;
 - problem solving;
 - creative thinking;
 - information processing;
 - reasoning;
 - evaluation;
 - communication;
 - innovation.

Getting the level of challenge right:

The effective use of Pre-Assessment ensures that teachers plan according to actual pupil need rather than perceived need. By using Pre-Assessment techniques, teachers can be sure they are meeting the actual needs of all learners. Children can then be grouped accordingly in flexible groups with differentiated learning objectives or success steps leading to differentiated input, support and tasks. Success steps are planned for every English and Maths lesson and in all foundation subjects with an English (e.g. writing within History) or Maths (e.g. use of Maths within Science) link.



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Daily marking will inform pitch, flexible grouping and targeted consolidation and support. Effective responses and adjustments to provision informed by the daily evaluation of children's learning is essential in ensuring optimum progress for every child. Seating plans must be flexible and responsive to children's needs. Consideration will be given to the level of children's understanding of concepts when planning tasks and groupings.

Planning

At Freeman's we strive for effective planning that ensures well pitched, accurately differentiated and engaging learning tasks for all pupils.

- Medium term planning maps the objectives for the term ensuring full coverage of the National Curriculum.
- Planning overviews are shared with parents each term.
- Weekly plans are regarded as working documents that should be added to / changed as Assessment for Learning informs future learning.
- Weekly Planning (English Plan, Maths Plan, Other Subjects) should be adapted to reflect children's learning needs. Electronic copies should be saved on the Shared Area Planning folder ready for Monday morning each week.

The Curriculum

We use the Curriculum as an essential means of embedding our Values. These can be taught discretely through all curriculum areas and overtly through RE and PSHE.

Children's spiritual, moral, social and emotional development is central to our provision of teaching and learning. This is delivered both through PSHE, RE, across all subjects and in reflection time. As part of the curriculum, children study how democracy and the law works in Britain, appropriate to the age of the pupils. The curriculum enables opportunities for the children to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in Modern Britain. Children are encouraged to understand and show respect for a wide range of faiths and for cultural diversity.

We teach discrete English and Maths lessons, however cross-curricular links in learning are made where relevant. Our curriculum is organised into topics which cover a range of core and foundation subject content and objectives. The curriculum is enriched by the use of immediate experiences for children including visits, visitors to school and extra-curricular activities, including residential visits.

English work, both Reading and Writing, is completed in English books. Grammar, Spelling and Punctuation are included as part of the Writing learning journey and are also taught through discrete teaching.

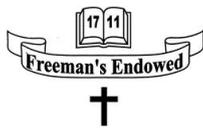
Maths, RE and Topic books are also used. The same high-quality of work is expected in wider curriculum areas as in English and Maths books. For consistency, all books are coded in the same colour cover throughout the school.

Feedback

To encourage ownership of learning and critical evaluation, we aim to give feedback through a learning dialogue with the pupils. Marking pupils' work forms a part of this process, but we believe that the best feedback prompts reflective action from our pupils.

Learning at Freeman's is underpinned by 3 key comprehensive and effective feedback strategies:

1. Clear next step feedback;
2. Children responding to feedback;
3. Children acting upon feedback correctly;



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Written feedback is most effective when:

- It is effectively timed (within and between lessons)
- It is simple;
- It is focused on individual needs;
- It is two-way;
- It helps children know what they have done well against clear objectives and steps for success;
- It helps children know how to improve or deepen their understanding;
- It actively encourages reflection and self-assessment;
- It prompts learner responsibility for critical evaluation, effective improvement and deeper thinking.

Within the lesson:

Learning Intentions and Steps for Success (S4S) are shared with pupils on each piece of work.

Target groups may be identified using AfL for 'in lesson feedback'. This may be because they are ready to be challenged or may need feedback to consolidate or deepen their understanding. Where a learning dialogue takes place within a lesson, the point of intervention will be marked in the child's book using the symbol V or VF (verbal feedback). This will allow a measure of the improvement to work from the point of feedback. All adults supporting learning should record their points of intervention.

Writing: For a Cold Write, the teacher will read and mark the writing by marking successful features in green pen and identifying areas to improve in yellow. The teacher will also assess the work against the marking ladder. Comments for future improvements will be noted at the bottom of the marking ladder.

The subsequent pieces of writing will focus on the target areas of writing to develop that were identified in the Cold Write. These pieces of writing will be acknowledged by the teacher or teaching assistant; further areas for practice and improvement will be highlighted in yellow and feedback given verbally.

The Hot Write will then again be assessed against the marking ladder by both the pupil and the teacher.

Teachers use green pen for marking all work; teaching assistants use blue pen and children use purple pen to correct work or respond to marking. The marking symbols (with explanations) are displayed in every classroom.

See Appendix: Marking and Feedback Symbols

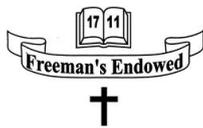
Purple Pen work (self-reflection):

Time is actively planned in for children to respond to teacher feedback using their purple pen. Children are encouraged to reflect on their learning and carry out improvements based on feedback;

- Identifying areas where they see themselves as being successful (link to S4S)
- Identifying an improvement point and carrying out relevant improvements;
- Self-marking.

Presentation

At Freeman's Academy, we aim for the highest quality presentation in everything we do. We foster a pride in our environment and work. Children's books represent their learning journey, their attitude and engagement with learning. Children should be encouraged to take pride in their work.



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At the start of the year, teachers explain the expectations of presentation to children.

Teachers model high standards of presentation in written feedback, display/learning environment and when using white boards.

Throughout the school, children use pencil when completing maths work. In written work, pen licences are allocated by teachers when they believe a child is ready to use a pen in their work. Lines, including underlining and lines for labels, should be drawn in pencil with a ruler. Felt tip pens should not be used directly on the pages of exercise books.

Photographs of children's learning may feature in books if they are relevant to the pupils and their learning journey.

Sticking worksheets into books should be avoided unless they provide an essential structure or model that then enables the success of the writing or maths task. Worksheets and paper that is stuck into books must be trimmed to fit within the page, and must be stuck in straight and stuck down firmly. Folding paper to fit into books should be avoided.

Our expected presentation of written work is outlined in our Presentation Non-Negotiables (Appendix 2).

Learning Environment

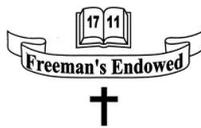
At Freeman's, we aim for a high-quality learning environment, reflecting the high expectations of all in the school. Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence and building self-esteem across the entire primary age range.

Consistency in the principles of the learning environment we provide is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in our school. We aim to create a 'language rich' and 'mathematically rich' learning environment – displays of such vocabulary should be regularly added to and changed to reflect current learning.

Classroom Organisation:

- Books and resources should be well organised, clearly labelled, using ICT, and accessible to children.
- Children should be able to access resources independently from labelled and accessible central classroom storage or from their own resources wallets.
- Books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson.
- All areas should be kept tidy and free from clutter, piles of papers or books or random pieces of equipment.
- Surfaces should only ever be covered with labelled resources or a 3D display.
- Window ledges and window panes should be kept clear of resources, and display, to allow maximum natural light into rooms.
- All adults using the classroom need to have their own place for resources and filing. This must be tidy and organised.
- Shared resources (e.g. Maths resources/Topic resources) should be returned to their central storage location when their use is completed.

The role of Teaching Assistants in supporting children's learning:



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Teaching Assistants play an essential role in ensuring high-quality educational provision for all children; their time should be focussed on supporting learning during lesson times.

They should work in close partnership with teachers who will share weekly planning with them to provide an overview of the week's learning.

On a daily basis, teachers will use Assessment for Learning outcomes to prioritise the target children and groups to work with Teaching Assistants. The Teaching Assistant's role is not always to support the lower ability children within the class. They should be directed to work with a range of abilities and flexible groupings to ensure optimum support is given where it is most needed on a day-to-day basis.

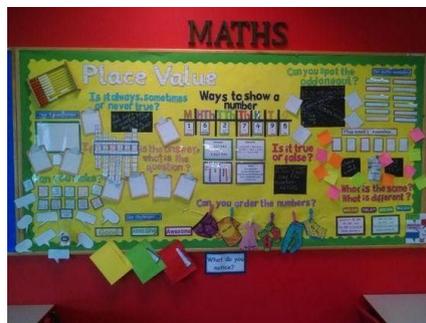
Teaching Assistants may support target children to ensure full understanding of concepts or withdraw higher attaining children to provide challenge and extension. Teachers will identify needs and direct Teaching Assistants accordingly during these times.

When working with a group, it is important that Teaching Assistants move around the group, interacting with all pupils and monitoring their learning. Teaching Assistants will provide feedback to children within lessons, annotating children's books to show where and how intervention has been given (see Feedback policy). Teaching Assistants will provide feedback to teachers on their focus group's learning in a range of ways (feedback in children's books/verbal feedback).

Working Walls

Working Walls are key for facilitating learning and are a central aspect of our Learning Environment. The Maths and English working walls should consist of:

- A model of the success steps of the current learning ensuring that pupils have a visual working resource to support and extend their learning;
- Children's work illustrating success in achieving the learning intention / success steps.
- Examples of grammar structures, vocabulary and language devices that feature in the genre currently being taught and the model structures children can use to apply these (e.g sentence strips)
- In Maths, the Working Wall should reflect and illustrate each aspect of the CPA approach (Concrete, Pictorial, Abstract).

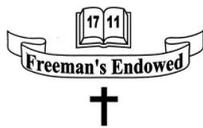


Each classroom has a Reflection Area.

These should be themed to reflect the termly Value focus. They should provide a stimulus to reflect upon (see Prayer Space website and resources) and resources for children to use.

This will consist of:

- Children's Bible
- Children's Prayer book



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- Resources to record prayers / thoughts on (books/luggage tags/strips of paper/paper shapes/pebbles etc)
- A means to collect children's reflections (prayer book/tree branch to hang them on/basket to collect them in)

Parental Contribution and Homework

As a school we value the contribution parents make to children's learning. For the class teacher this means:

- Keeping parents informed of their child's learning and progress. This will include:
 - 2 formal parents' consultations.
- Sharing termly curriculum plans with parents at the beginning of each term.
- Communicating the positives, especially when a child has behaviour needs.
- Involving and guiding parents in supporting their child's learning.
- Sharing IEPs and Personal Learning and/or Behaviour Plans each term.
- Inviting parents to participate in or watch class activities eg. visits, open afternoons, assemblies.
- Providing relevant homework and clear guidelines for parental support.

Our regular homework expectations are:

- Reading for at least 10 minutes a day (sharing a book, being read to, being heard read, reading independently) in Year 3 and extending to at least 20 minutes a day by Year 6.
- Learning weekly spelling rules, patterns and example words for a weekly spelling test.
- TT Rockstars/Times Tables practice tasks.
- Homework tasks will be displayed on the school blog / website / newsletter.

Assessment: our rationale

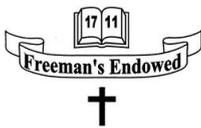
Assessment at Freeman's:

- Is used to inform the best teaching and learning opportunities for each individual child.
- Provides relevant information to inform targets and expectations in the short and longer term.
- Enables progress against targets to be measured and intervention or challenge implemented as necessary.

A range of strategies must be used to ensure effective Assessment for Learning; these include talk partners, use of mini-whiteboards, differentiated levels of questioning, guided group work, marking and feedback, self and peer assessment.

Impact of Assessment for Learning (Maths and English):

- a. Gap analysis of standardised tests identifies individual targets, priority groups and focus areas;
- b. A range of Pre-assessment strategies are used to inform planning and subsequent flexible groupings;
- c. Writing targets are set to inform priority areas for improvement (flexible timescale not necessarily from end of unit write);
- d. Maths end of unit assessments and English end of unit writes show progress in learning and skills and set focus priorities that need to be addressed in future units;
- e. Planning and differentiation is informed by marking and observations in lessons. It is adapted throughout a unit of work.
- f. Focussed questions are used to aid assessment for learning within sessions.



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- g. Regular reviews of learning show the child's retention of knowledge and skills across a period of time

Impact of Assessment for Learning (Science and Non-Core):

- a. In non-core subjects including Science, History and Geography, assessment of key skills, rather than NC coverage, informs future learning targets and provision.

Making Assessment Judgements for Pupil Progress Meetings:

A range of ongoing formative and summative assessments should be used to assess children's attainment (outcomes) and progress for termly Pupil Progress Meetings (PPMs). Summative testing takes place at the end of every term (PUMA for Maths; PIRA for Reading and GAPS for Spelling and Grammar) and these are used alongside teacher assessment judgements to complete a Pupil Progress record sheet which forms the basis of discussions within the Pupil Progress meeting. PPMs are held each term and are integral to assessing and monitoring learning and progress in school. They are a professional dialogue between the Headteacher, the SENCO and individual teachers about the progress, needs and provision of individual pupils and groups.

Outcomes are assessed through the following:

- **Reading:** Reading lesson teacher assessment; one-to-one and group reading; and PIRA tests. Salford Reading Tests may be used diagnostically on pupils working below their age related expectations as necessary.
- **Spelling, Punctuation and Grammar:** discrete sessions (e.g. identification and terminology); children's use in their own writing (application); and GAPS assessments are used each term.
- **Writing:** Cold & Hot write unit assessment pieces; day-to-day evidence in writing tasks; writing across the curriculum
- **Maths:** daily Maths tasks and teacher assessment; PUMA tests.

Impact of Summative Assessment:

- Gaps in Learning Analyses (Learning Objectives) inform future teaching and learning.
- Detailed PUMA / PIRA analyses inform future teaching and learning.
- Summative Data (Year Group Assessment grids and PUMA / PIRA) informs intervention provision for ARE outcomes and Progress from Different Starting Points.

Moderation

Whole school moderation activities take place termly and are planned into the annual staff meeting timetable. Maths and English subject leaders will moderate pieces of work and report findings in SLT meetings. All year groups also take part in moderation with other local schools on a termly basis. Year 6 may be selected to be externally moderated at the end of the academic year. Local Authority moderation is also attended.

Appendices

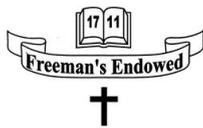
Appendix 1: Marking and Feedback Symbols

Marking

Understanding the marking in my book...

What I see in my book...	What it means...
	Tick to show what I have done well. Two ticks if I have done something really well.
	A yellow highlighter shows an incorrect answer or spelling.
V / VF	This shows that I have been given verbal feedback.
	A green triangle shows that I need to respond to marking that moves my learning on.
	I respond to marking or make corrections using a purple pen.
	Support staff will mark my work in blue pen.

My teacher will identify any incorrect spellings using the **yellow highlighter** and will then write the correct spelling at the end of the work. I will need to write the correct spelling out three times using a **purple pen**.



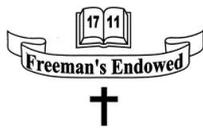
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Appendix 2: Presentation expectations (writing)

Presentation - Writing

I take pride in my work!

- If there is enough room, I draw a straight line (with a ruler and a pencil) under the last piece of work.
- I write the date and learning intention and underline them both with a ruler and a pencil.
- I must write on the lines and start from the margin.
- If I make a mistake, I cross it out using a single line (drawn with a ruler) or rub it out.



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Appendix 3: Presentation expectations (Maths)

Presentation - Maths (LKS2)

I take pride in my work!

- I need to make sure my pencil is sharp
- Draw a margin 2 squares in from the left
- Short date next to the margin - **underlined**
- Miss a line
- Learning intention - underlined
- Miss a line
- One digit per square / box
- Use a ruler when necessary

Presentation - Maths (UKS2)

I take pride in my work!

- I need to make sure my pencil is sharp
- Draw a margin 2 squares in from the left
- Short date & Roman numerals next to the margin - **underlined**
- Miss a line
- Learning intention - underlined
- Miss a line
- One digit per square / box
- Use a ruler when necessary