

Platt C.E Primary School



Teaching and Learning and Curriculum Policy

(including homework and marking)

Platt C of E Primary School is proud to be a church school. Our distinctive Christian Vision is driven by the Parable of the Mustard Seed. The school vision promotes rich experiences and excellent curriculum provision, resulting in happy confident pupils, who achieve well, feel safe and genuinely care for each other.

OUR VISION

“Live life in all its fullness” John 10:10

Following the inspiration of Jesus, children at Platt Primary flourish as they embrace opportunities to develop their own unique gifts. Our school is a family where we care for others and the world around us, we learn with enthusiasm, hope and courage and we forgive others as God forgave us.

Like Jesus’ teaching in the parable of the mustard seed, we believe that children at Platt Primary are like seeds with the potential to grow and flourish as they are nurtured and encouraged to develop their unique gifts. We are a family where we care for others and the world around us, we learn as a community and grow in wisdom and we forgive as God forgave us.

Our guiding vision statement permeates through every aspect of school life and we strive to help children leave us with the skills they need to live their life to the full. Our aim is that by the end of their time with us, our children are happy and confident, performing in all aspects of our curriculum to the best of their ability and equipped to succeed in the next chapter of their educational journey.

Our Ethos

To encourage our children to learn with enthusiasm, hope and courage, to the best of their ability
To care for others and the world around us
To learn to forgive others as God forgives us

Policy

This policy provides guidance and support to all staff, so that they can provide the best learning opportunities for all children who attend our school. It is supplemented by planning documents and schemes which are kept on the Sharepoint platform for staff access.

This policy, has been created by and agreed upon by the teaching staff and Governing Body. At Platt C of E Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. ***This policy should be read in conjunction with our subject policies.***

RESPONSIBILITIES

Teaching and Learning is a shared responsibility and all members of the school community have an important part to play. As stated in the Teaching Standards: a Teachers role is to make the education of their pupils their first concern. They must be accountable for achieving the highest possible standards in work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

It is expected that at the very least, all staff at Platt C of E Primary School consistently meet the eight teaching standards:

- 1) Set high expectations which inspire, motivate and challenge pupils
- 2) Promote good progress and outcomes by pupils
- 3) Demonstrate good subject and curriculum knowledge
- 4) Plan and teach well-structured lessons
- 5) Adapt teaching to respond to the strengths and needs of all pupils
- 6) Make accurate and productive use of assessment
- 7) Manage behaviour effectively to ensure a good and safe learning environment
- 8) Fulfil wider professional responsibilities

The Teaching Assistant role is to fully support the Class Teacher in their role to promote the best teaching, learning and assessment opportunities for pupils. All staff must ensure that they consistently adhere to the Teaching, Learning and Assessment nonnegotiables to ensure that children are happy, make good progress and succeed to their full potential.

TEACHING AND LEARNING NON-NEGOTIABLES

Lesson Planning
<p>At Platt C of E Primary School we expect that:</p> <ul style="list-style-type: none">• All teachers follow their long term curriculum plans to ensure broad and balanced curriculum coverage• All teachers create, follow and adapt medium term plans to ensure that all elements of writing are taught, consolidated and assessed• All teachers create, follow and adapt medium term plans for History and Geography, in line with Ofsted requirements, over the course of the year.• All teachers create plans including all subjects. (Geography and History can be referenced as MTP once complete)• Plans include learning objectives, teacher led activity, independent activities, use of TA, challenge for all levels, key vocabulary and reasoning activities (Maths)• Plans are printed and given to TAs at the beginning of each week so that TAs have a clear understanding of how to best support teaching and learning in the classroom• All plans are uploaded to the correct files on Sharepoint
Teaching, Learning and Assessment
<p>At Platt C of E Primary School we expect that:</p> <ul style="list-style-type: none">• Lessons start promptly• Teachers are well prepared, welcoming and have provided learning opportunities for the children to engage with immediately so that no unnecessary time is wasted during transition• The LO is shared with the children at some point during the lesson (It can be at the beginning or after an initial hook)• Success criteria steps are shared to enable independence and successful learning• Guidance should be used (when appropriate) to support the children with how to achieve their LO• KS2 children should be able to talk confidently about their own personal targets and this should be recorded in the CT's preferred way• All activities are to be modelled appropriately so that the children have the tools to achieve• Relevant tier 2 and tier 3 vocabulary is explicitly taught in every lesson

- Questioning is used in every lesson to develop critical thinking and to assess learning
- Lessons are engaging and promote purposeful discussion in groups and with talk partners
- All lessons have effective pace so that every child achieves to their full potential
- All lessons provide opportunities for children to independently consolidate and extend their learning
- Teacher talk is focused and purposeful
- All children get the opportunity to engage in high level talk to consolidate their thinking and extend their vocabulary during each lesson
- Assessment for learning underpins all levels of support and challenge within a lesson and all within all sequences of lessons
- All children are expected to make progress towards their LO or personal targets in every lesson
- Plenaries may be used throughout the lesson to review, consolidate, extend and celebrate learning

Feedback

At Platt C of E Primary School we expect that:

- All staff follow Platt C of E Primary School's feedback policy, procedures and code consistently (see Appendix)
- Feedback is manageable for teachers and accessible to all pupils in the school
- Feedback provides consistency and continuity throughout the school so that children have a clear understanding of teacher expectations
- Our feedback expectations are consistently followed by all teachers, TAs and supply teachers across the school
- Feedback relates to the learning questions and success criteria shared with the children and/or their own personal targets
- Feedback gives pupils opportunities to discuss and reflect on their learning, with clear strategies for improvement
- Verbal feedback is the primary approach and is consistently delivered to pupils 1:1 and in groups to ensure that children have every opportunity to achieve their LO and/or personal learning targets within each lesson
- The impact of verbal feedback is clearly evidenced in books
- Children have opportunities to self-assess and peer assess regularly
- Any written feedback should be neat and cursive, in line with our high pupil expectations
- Feedback is seen by the pupils as a positive in improving their learning
- All feedback has a positive impact on children's learning and progress

Environments

At Platt C of E Primary School we expect that all classrooms:

- Provide a safe, calming and nurturing space with limited furniture, clutter free work tops, appropriate sized carpet space and neutrally backed display boards with colour coded borders
- Promote the School Values, Behaviour Expectations and the British Values
- Promote a growth mind set through display and dialogue
- Be fully inclusive and cater for the needs of individual children as appropriate
- Have a cosy and comfortable Book Corner to inspire a love of reading
- Have a visible and easily accessible prayer station
- Include an English working wall and a Learning Journey for Maths
- Include a display for Science and a Topic display (children's written work, links to other subjects key vocab, LOs, children's work, key prompts, pupil comments and questions, photographs)
- Display key words and technical vocabulary for all curriculum areas
- Celebrate beautiful work, with a focus on writing for different purposes across the curriculum
- Have clearly organised and labelled resources to increase children's independence
- Display a visual timetable
- Display a visual for Zones of Regulation
- Display a number line (appropriate to year group) and a cursive alphabet in Key Stages 1 and 2
- Include a phoneme poster to support with spelling

Outside the classroom

- Corridors to be tidy

- Displays to be changed as a whole school 3 times per year with a community / society focus. This will be agreed by the team during CPD. These should be maintained throughout the school year by all staff.
- Resources to be in assigned areas and not left in corridor or in the teaching areas. (See handbook for where equipment should be returned.)
- Playtime equipment should be provided as per the rota and groups assigned. This is the responsibility of all lunch time supervisors.
- Shared garden areas assigned to the class to be used weekly. These should be maintained by the class and a focus for ground week in term one to encourage ownership.
- Library, classroom kitchen and group rooms to be left clear and tidy at all times. All equipment to be returned and washed after use.

Working walls/Learning Journey

Each classroom supports learning through the use of a working wall for English and a Learning Journey for Mathematics. Working walls/Learning Journeys are, by definition, a work in progress.

A working wall/Learning Journey should:

- Support children's learning towards curricular targets
- Model the learning process and learning steps
- Include key vocabulary and definitions
- Include modelled examples of learning
- Display useful prompts and reminders
- Support learning by acting as a reference point for independent learning and self assessment
- Be added to by both adults and pupils
- Reflect ideas and strategies from the week

Presentation

At Platt C of E Primary School we expect that:

- All staff follow the handwriting policy for their current year group
- All staff ensure that pupils follow the presentation agreement consistently
- All learning is of the highest standard in all areas of the curriculum – writing should be as high quality in Science (for example) as it is in English
- Rulers are used for diagrams, tables, charts, graphs, underlining dates, titles and margins
- There are no doodles on or in books
- Erasers are not used- mistakes are crossed out (one line) with a pencil and a ruler so that the learning process is evident
- Purple and green pens are used for marking and feedback
- Green pens are used for children's self-editing and assessment

SUMMATIVE ASSESSMENT

Early Learning Goals

We begin assessing children with a baseline assessment of each child, along with a Language link assessment. This is followed

by ongoing assessments of children's skills and abilities, conducted using Development Matters and the Early Learning Goals. We use this information to:

- To inform the teacher of the child's personal, social and academic capabilities in order that best provision can be made for the development needs of each child
- To facilitate dialogue between teachers and parents on all aspects of the child's development. This is the beginning of a developing partnership
- To provide assessment information, and a written report for parents, at the end of the EYFS that can be used to inform planning and provision in Year 1
- To be the main tool for recording assessments in Year 1 where children have not met the Early Learning Goals at the end of the Reception year

Source: Bourne Partnership

All practitioners working in the EYFS contribute to judgements of the children in the Reception year. Assessments are made by observations of children during child initiated and adult directed tasks. Each term, these assessments are recorded on the school's Insight Programme. A written report is generated at the end of the academic year.

In School Summative Assessment

In-school summative assessments are carried out 3 x a year during assessment week. Summative assessments take place in the following way:

EYFS- Moderation of profiles

Year 1- Using tracking and monitoring information and assessment activities in class/regular phonics checks

Year 2- Past SATs papers

Year 3- RS Assessments

Year 4- RS Assessments

Year 5- RS Assessments and CAT 4

Year 6- Past SATs papers

After each set assessments, a gap analysis is carried out and used to inform future teaching and learning. Subject Leaders and teachers moderate the judgements made by gathering evidence from a range of sources such as pupil interviews, book scrutinies, observations and summative test results. Any inconsistencies are adjusted prior to Pupil Progress Meetings. All test scores are added to insight.

National Standardised Tests and Assessments

Year One- Phonics screening check. Administered in June.

Year Two- SATs Assessments including Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics. Administered in the month of May.

Year Four – Multiplication Check

Year Six- SATs Assessments including Reading, GPS (Grammar, Punctuation and Spelling)

Mathematics and Science Sampling, if instructed. Administered in SATs week in May.

Pupil progress and provision mapping

Full Pupil Progress Meetings are held three times per year, after each round of summative assessments and moderation. Children at risk of not meeting year group expectations are identified and provision is adapted accordingly to address gaps and misconceptions. Progress is also a huge area of focus; any pupil not making good progress in relation to their previous year or key stage is discussed and appropriate provision is put into place. The SENCo attends all PPMs and then has an additional meeting with the CT and TA to adapt and revise the provision map for the following term. In term six, a transition meeting is held with the previous and new CT and TA, as well as the SENCo, to ensure that every child is discussed in detail and appropriate assessment data is passed on.

Reporting to Parents and Parent Consultations

Parents will receive a mid-year report once a year (February) as well as an end of year report.

Formal parent Consultations occur once per year. The reports and consultations are descriptive and give specific areas of success and development. When appropriate, resources will be shared with parents to further support their child at home with their specific areas of need. Assessment judgments will only be shared at the end of the year, once the whole curriculum has been taught.

Home support:

Homework has been proven to widen the educational achievement gap across children. In order to support all pupils to achieve we will use homework to support the key learning at school and not introduce new concepts.

Homework in KS1 and Reception will be focussed upon the development of reading fluency and phonic knowledge. The families will also have the opportunity to share wider learning experiences through class dojo or tapestry (our home communication platforms)

Homework in Y3 and 4 will focus upon daily reading and recall of number facts e.g. timetables

Source: Bourne Partnership

Homework in Y5 and 6 will focus upon fluency and stamina for reading which is needed in secondary school. Each week they will have a focussed maths and SPAG activity to reinforce class learning. This will support the development of independence in learning in preparation for secondary.

To enable families to engage with children and the topics being covered termly overviews will be shared and when required projects may be sent home.

For children who may require additional revision support teachers may ask parents to support and they will provide guidance when this is needed.

Effective Feedback, Recording and Reporting

Rationale

Assessment links teaching and learning. Assessment is a vital part of teaching, enabling the teacher to evaluate the impact of teaching, the children's level of understanding and any misconceptions they may have. Assessment should inform both the teacher and the pupil of next steps in learning. Assessment enables teachers to identify gaps in knowledge and misconceptions that need to be addressed. Platt C of E Primary School is committed to providing relevant and purposeful feedback to pupils. Feedback intends to serve the purposes of valuing pupils' learning, helping to evaluate how well the learning task has been understood, highlighting specific areas of success and areas for further improvement. Feedback should be a process of creating a dialogue with the learner, through which successes can be highlighted and questions asked; the learner is actively involved in the process. Its purpose is to enable children to become self-managing learners, who take responsibility for their own learning and help them to close the gap between current and desired performance. As Ofsted states, effective feedback must 'ensure that pupils know how well they have done and what they need to do to improve.'

Aims

This assessment policy, which includes effective feedback, recording and reporting, is based on a set of aims which reflect our educational philosophy and support the overall vision and aims of the school.

This policy will help pupils to:

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development
- take responsibility for, and make informed judgements about, their learning
- understand how to improve their work in order to achieve the learning objective
- compile a record of their personal achievements

This policy will help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning

This policy will help the school to:

- make informed judgements relating to the way the school's curriculum including the National Curriculum is planned and resourced
- communicate pupils' achievements effectively to parents, governors and other stakeholders

Principles

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.

Source: Bourne Partnership

- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.
- 8.** Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Feedback Procedures

Research shows that feedback in the moment is the best way to make children progress. Writing lots in books is not. Feedback should be timely and purposeful and constructive to the progress of a child. It should be mindful of teacher workload and support (not hinder) learning. This means that feedback should be carried out verbally and 'in the moment' whenever possible:

- Effective verbal feedback will include supportive and positive comments to highlight successes, related to the learning objective and success criteria.
- Effective verbal feedback will question children to see if they can identify areas of improvement to reflect and respond to, relating to the learning objective and success criteria. This can be more guided if the child is struggling to self-reflect.
- Specific verbal feedback comments will be signalled using 'VF' and will give a short-hand comment to signal what has been discussed. The children will then reflect on this discussion, and impact from this point should be evident in their learning.
- If a child has not achieved the specific learning question, there must be evidence that extra support has been given to consolidate the learning of that child, either verbally or through an additional task.
- Teaching assistants and supply teachers mark according to the policy.

Marking for Improvement

Teachers should still look at books each day to gain an understanding of the children's learning and required next steps, but use time to complete next planning or whole class plans rather than comment in all books.

When marking, staff may see learning that requires further support, consolidation or opportunities for challenge. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Specific tasks or areas of focus should be given to the children, with them being given time to read, reflect and respond to the feedback shared with them. This may be as a group and structured as pre teaching, a challenge group or a help group at any point during the school day.

Maths should be marked to ensure that corrective measures are planned for the next lesson. This does not have to be teacher marking and should be a mixture of teacher, teaching assistant and peer and self-marking. If children are peer marking this should be on a post-it note and not directly on another child's book. Self-marking should be done using a green pen or pencil. Children should evaluate their own learning using green pen. In upper key stage 2 children are encouraged to think about what went well and what they need to do to improve using self-assessment sentence starters. Any sheets stuck in to a child's book should be done so neatly so that the work is clear.

One in-depth mark of writing should be carried out regularly and when a re-drafting opportunity is planned. This enables the pupils to have multiple steps to improve their work. When written marking takes place it should be age appropriate, clear and linked to the lesson intention. It should be marked with purple pen.

Peer Assessment

Peer assessment is a valuable tool used to improve learning; it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided.

Self-Assessment

Peer assessment helps develop self-assessment, which promotes independence and ownership of the children's own learning, assessing their own successes and thinking about how to improve further. This may be in the form of a success criteria checklist or a written comment to evaluate their own learning and progress within the lesson.

- To ensure ownership and security of understanding, the child whose work is being discussed should hold the purple pen and make necessary mutually agreed changes.

Over time, all these strategies, as well as others, will be used to evaluate pupil understanding and identify gaps or misconceptions

Feedback Code

*	My answer is incorrect, and needs to be checked
C	I have corrected my mistake
I need to check my punctuation	
NS	I need to read and respond to my improvement comments
~	I must improve this word or phrase
I must insert a missing or an improved word	
PA	My learning has been assessed by a friend (peer assessment)
SA	I have assessed my own learning (self-assessment)

CT	My learning has been supported by my Class Teacher
TA	My learning has been supported by my Teaching Assistant
GW	I have taken part in a Guided Writing group
VF	My teacher has discussed my learning and next steps with me verbally
I	I usually work with support, but today I completed a task independently