



## Teaching and Learning Policy

**The aim of this Teaching and Learning Policy is to make clear the principles and guidelines that underpin teaching and learning at Robert Blair Primary School**

Contents:

- School Mission Statement and Vision
- The Curriculum
- Planning
- Assessment
- Record Keeping and reporting
- Communication
- The Learning Environment
- Learning Outside the Classroom
- Monitoring and Evaluation of the Teaching and Learning Policy

Robert Blair School and Childrens Centre

- Expectations, for all students, are high
- Individuals are nurtured
- Creativity is valued

through an inclusive learning community.

We have high expectations of the whole school community in terms of progress and achievement, behaviour and engagement in order to make our children ready for the next stage of their education, and to prepare them to contribute to British society. The staff and Governing Body model these high expectations in their daily interactions and behaviours around the school. We work hard to remove barriers to learning. Teaching and learning is a process of co-operative team work including pupils, teachers, support staff, parents, governors and others in our wider community.

Creativity has a high priority. It is a process which requires both freedom to experiment and the use of skills, knowledge and understanding. It is a vehicle to

## **The Curriculum**

The school follows the national curriculum content and framework of skills and knowledge expected at each year group level. It details expectations in Key Stages 1 & 2, and the EYFS, across the academic year. A cross curricular approach through topic teaching ensures enriched, engaging and exciting opportunities for the provision of the key skills, knowledge and understanding within the National Curriculum. We use the Prospects Improve Prospectus from year 1 to 6. (Appendix 1)

Learning through the arts underpins our curriculum. We believe that the arts are vital to the development of the child as a whole. Application through the arts stimulates creativity and imagination. This enables children to communicate what they see, feel and think through the use of a variety of processes and materials. The arts provide visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Embedded in all curriculum learning are outcomes in the arts for every unit of work.

Habits of Mind are thoughtful behaviours demonstrated through the attitudes and dispositions we bring to learning. They allow us to cope with the complex and rapidly changing world. 'The Habits of Mind' are powerful tools we can use to intelligently navigate the moral, ethical and spiritual challenges we encounter in our increasing complex world. (Appendix 2) [www.habitsofmind.co.uk](http://www.habitsofmind.co.uk)

Language and communication is equally at the heart of children's learning. It is central to social and emotional development and is the main instrument of learning across the curriculum. The ability to communicate gives children the capacity to participate fully in our society. We embrace language and communication in its widest sense and our teaching of the English curriculum reflects this. We know that good communicators check their understanding and have a flexible attitude to getting their message across. Many of our children are bilingual and we believe this to be educationally enriching. We want them to bring their experiences of language at home into the school so that their developing uses of English and other languages support each other.

Mathematics is an integral part of the world in which we live. It provides a means of communication which is powerful, concise and

unambiguous. Mathematics is not about answers, it's about processes. Learning to think in mathematical terms is an essential part of becoming an educated person.

Science provides us with a process for developing scientific attitudes, skills and knowledge, which are a means for children to explore, question and understand the world, themselves and other living things. Science is essential to the development of each child. It is a core subject of the national curriculum as well as being an aspect of learning (Understanding the World) in the Early Years Foundation Stage. It is a process of the exploration that begins long before the child enters school. We aim to build upon experiences and develop the skills, attitudes and concepts that enable scientific exploration, but science exploration in itself will also develop these skills and attitudes.

## **Planning**

Effective and robust planning, evaluation and assessment systems coupled with the delivery of a creative, broad and balanced curriculum ensure the inclusion and achievement of all children in our school.

Planning is drawn together in a topic through the Prospects Prospectus. Our quality provision is based upon 30% planning and 70% implementation.

Planning is structured in 5 phases:

- The Skills and Knowledge continuum outlined in the revised national curriculum.
- Long Term Planning
- Medium term planning
- Weekly and daily planning

School leaders monitor planning regularly.

Long Term

- Teachers plan the year through topics in line with the Prospects Improve Prospectus. Topics plans include a spectrum of expected age aligned skills in each cohort, reflect the pupils' interests and capture rich and meaningful learning opportunities.
- Mathematics follows the 'Primary Advantage' programme of work in addition to regular planned opportunities to apply skills across the curriculum.
- Letters and Sounds are taught from nursery to Year 2 through a daily phased programme.
- Phase Leaders have the responsibility to ensure that skills and experiences are built on to provide progression.

### Medium Term

- The medium term plans outline the scope and sequence of teaching over each unit of work (*appendix 3*).
- Within their phases and year groups teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes (process and product) in the creative arts (*appendix 4*).
- Links between curricular areas are made explicit. They include experiences and outcomes reflecting the arts, 'Habits of Mind', and 'Healthy Lifestyles'
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom every half term.
- Opportunities are established for display, assessment and the celebration of pupils work within medium term planning.
- Teachers utilise the detailed medium term plans provided in the 'Primary Advantage' programme of work.

### Short Term

- Quality Provision is captured in the in the weekly plans.
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Weekly planning identifies independent activities and guided sessions.

## **Assessment**

There are a range of assessment procedures in place in school which fall broadly into 2 areas, Assessment for Learning (AFL), and assessment which tracks progress of individuals and groups (A yearly assessment cycle monitors individual and group attainment and progress rigorously across the school) In our school we use a numerical system for tracking attainment and progress.

### Assessment For Learning

- Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written is given to learners during lessons and through the marking of books.
- Next steps marking along with self and peer assessment is an expectation and is embedded throughout the school.

- A clear assessment cycle is established in the school to support the robust tracking of progress of both individual and groups of children.
- Children are assessed for attainment and progress in November, March and June. Their attainment, together with their individual targets are sent home to parents and carers as a record of Assessment (ROA) in the Autumn and Spring Term and as a School Report at the end of the Summer Term.
- The data from these assessments form the basis of Parent Consultations and Pupil Progress Reviews. These happen three times yearly following assessment week. An additional Parent Consultation takes place at the start of the year to support transition.

#### Targets

- Targets provide clear next steps for children's learning. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress.
- Targets are set against age related expectations (ARE) and end of year descriptors in line with National Curriculum Statutory Requirements. This enables children who need accelerated progress to meet milestones of progress and attainment to be identified.
- Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers and the Deputy Headteacher and the Headteacher.

#### Moderation

- A robust moderation and analysis of the attainment and progress of individuals, specific cohorts and significant groups is made in June by Middle and Senior Leaders. These reports inform Pupil Progress Reviews and the School Improvement Plan for the following academic year.

## Record keeping

Class teachers are responsible for keeping up to date Planning Folders which include:

- Class lists & pupil information
- Information with regard to EAL, Ethnicity, FSM, medical and dietary needs
- Attainment data including Targets, Pupil Progress data and reviews, IEPs and relevant and appropriate inclusion information
- Grouping information
- Policies and Procedures

Class Teachers are responsible for regular Assessment for Learning practices and the marking of books in line with the schools assessment and marking expectations. Class teachers and Support Staff maintain up to date Daily Planners to support AFL, robust planning and the tracking of day to day expectations.

# Communication

## Within school

- Teachers are expected to regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupils' targets, progress and attainment are monitored and discussed with school leaders.
- All class teachers carry out a 'Transition Meeting' at key transition points to communicate record keeping and planning information with new class teachers, the pastoral team and school leaders.

## With parents and carers

- School Staff are in the playground at the end of the day to encourage informal communications.
- Teachers provide termly letters which outline key topics, learning and information for the term.
- Transitional parent consultations are held in September. Parents and carers are given a transitional information booklet to complete with their child. This booklet asks for information about interests outside school, key interests or concerns around school.
- Following assessment weeks in November and March/April, a Record of Assessment (RoA) goes home to parents and carers detailing attainment, learning behaviour and individual targets in English, mathematics and behaviour as well as attendance, and information relating to Habits of Mind and Healthy Lifestyles.
- In the Spring Term, parent consultations focus primarily on attainment, progress, learning behaviours, Habits of Mind and Healthy Lifestyles.
- Annual reports go home at the end of the academic year. Parents are encouraged to meet with teachers and staff working with their child to discuss the report.

## With Pupils

- Next steps marking, self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development

## **The Learning Environment**

We believe our school must provide its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well organised and resourced. Displays are an integral part of the learning environment and they are expected to celebrate children's learning, reflect the cultural diversity of the school community and support learning.

## **Learning outside the Classroom**

It is an expectation that teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment. The school has sites of local and national importance in its locality that afford children opportunities to gain a more thorough understanding of the curriculum through first-hand experience. Furthermore, it is important to ensure pupils know how to manage themselves safely in their local community and know how to use public transport safely.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource
- The use of the local community
- Opportunities to travel on the range of public transport available in and beyond the local community
- Providing opportunities to enrich, extend and apply school work through home learning.
- Making use of the significant cultural, historical and educational resources in the locality. Ref Appendix 5, local trips boundary.

## **Home Learning**

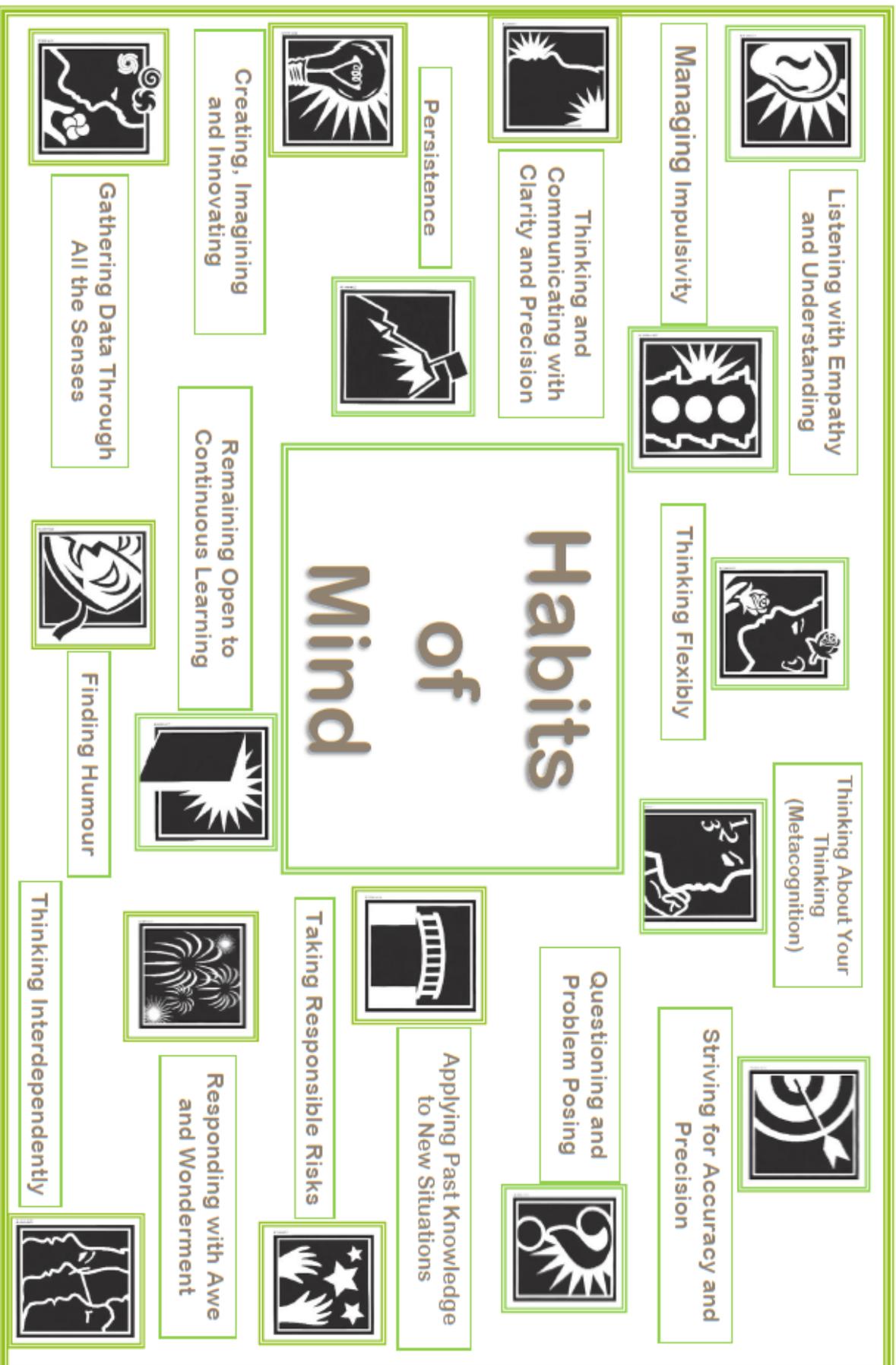
The school provides home learning activities to support and consolidate learning that goes on in school and to improve communication between the school and home. Details of homework expectations are laid out in the Homework Policy.

## **Monitoring and Evaluation of the Policy**

The implementation of the policy will be monitored through:

- Lessons observations
- Planning scrutiny
- Book Scrutiny
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

YEAR						
1	<u>SCHOOL DAYS</u> Changes in schools in the last 100 years <i>History</i>	<u>POLES APART</u> Hot and Cold Countries <i>Geography</i>	<u>'GET OUT OF MY SWAMP!'</u> The land of Fairy-tales <i>Literature</i>	<u>TOYS</u> Changes through the generations <i>History &amp; Technology</i>	<u>FLIGHT</u> Study of the First Flight <i>History</i>	The 6 <sup>th</sup> Theme  A Whole School Theme  This may be placed at any point in the year.
2	<u>THE HOME FRONT</u> World War II from a local and UK view <i>History</i>	<u>INDIAN SPICE</u> India as a contrasting locality <i>Geography</i>	<u>'WONDER WOMEN'</u> Famous women in history <i>History</i>	<u>LONDON'S BURNING</u> The Great Fire of London <i>History</i>	<u>PIONEERS</u> Innovative individuals <i>Science &amp; History</i>	
3	<u>'MEET THE FLINTSTONES'</u> Britain in the Stone, Iron and Bronze Age <i>History</i>	<u>EXTREME SURVIVAL</u> Adapting to different climates and environments <i>Geography</i>	<u>TOMB RAIDERS</u> Ancient Egyptians <i>History</i>	<u>TRANSPORT</u> Aviation and Exploration <i>History</i>	<u>CHINA</u> The Shang Dynasty of Ancient China <i>History &amp; Geography</i>	
4	<u>ROMAN RULE</u> The Roman Empire and its impact on Britain <i>History</i>	<u>THE WORLD'S KITCHEN</u> Food and farming around the world <i>Geography</i>	<u>CRIME AND PUNISHMENT</u> Changes in social history <i>History</i>	<u>REIGN OVER US</u> The power of the monarchy <i>History</i>	<u>BRITAIN FROM THE AIR</u> Maps & Landmarks <i>Geography</i>	
5	<u>INVADERS</u> Angles, Saxons and Scots <i>History</i>	<u>WILD WATER</u> Rivers and Coasts <i>Geography</i>	<u>MEXICO AND THE MAYANS</u> Modern and Ancient Mexico <i>Geography &amp; History</i>	<u>BRITAIN AT PLAY</u> Leisure and Entertainment in the 20 <sup>th</sup> Century <i>Geography</i>	<u>WALLS AND BARRICADES</u> Borders or barriers? To defend or to divide? <i>History &amp; Geography</i>	
6	<u>RULE BRITANNIA</u> The Viking and Saxon battle for the throne of England <i>History</i>	<u>DISASTER!</u> Natural Disasters - Volcanoes and Earthquakes <i>Geography</i>	<u>GREECE LIGHTNING</u> A study of modern and Ancient Greece <i>Geography &amp; History</i>	<u>YES MINISTER!</u> British Politics and Parliament <i>Citizenship</i>	<u>OUT OF THIS WORLD</u> Solar system, universe, space exploration and alien life <i>Science</i>	

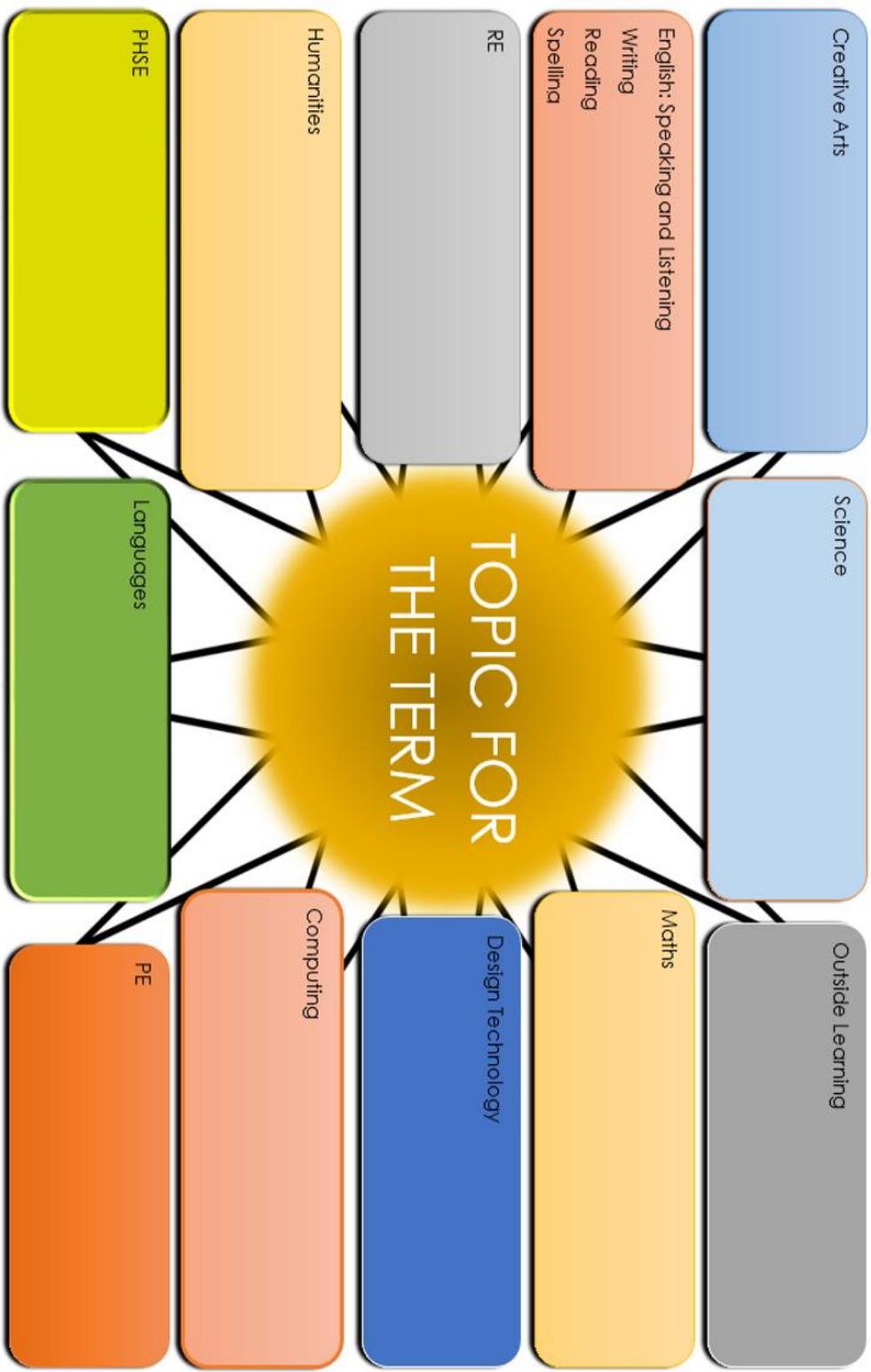


Appendix 3.

Skills Overview:

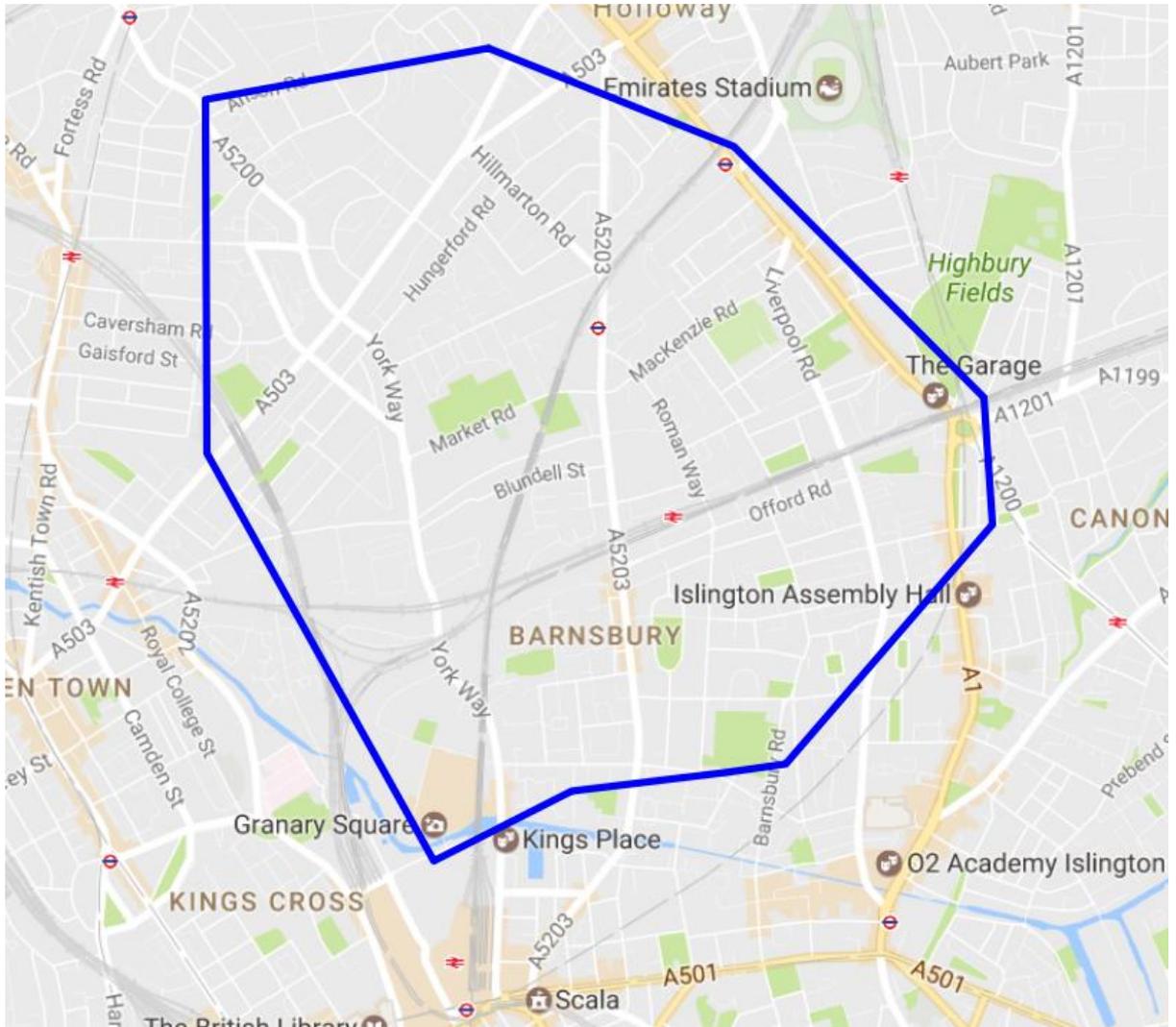
Class: Year	1	2	3	4	5	6	7
Speaking and Listening							
Reading							
Writing							
GPS							
Spelling							
Maths							
Creative Arts <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Dance</li> <li>• Drama</li> </ul>							
DT							
Computing							
Humanities							
PE							
Languages							
Learning Outside the Classroom							
Science							
PSHE							
RE							
Evaluation							

Appendix 4.



# Local Trips Boundary

# Appendix 5



## Appendix 6

# Marking and Feedback

Our aim is to support all children to want to improve their work and to seek opportunities to improve. As teachers we promote this enthusiasm and provide specific feedback on how pupils' work can be improved. We demonstrate to pupils that the work that they produce in school is valued. This is achieved by marking and feedback.

### Policy Expectations:

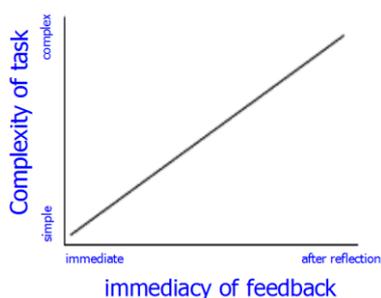
- All pieces of work must be acknowledged.
- Marking is matched to the learning objective but can also address non-negotiables, such as poor spelling or presentation, as long as this is not the focus of the feedback.
- The school uses the "Tickled Pink and Growing Green" system. Highlighters are used to show pupils what pieces of their work have met the learning objective, and which areas need improvement.
- The use of praise must be specific.
- All question prompts from the teacher must have an answer. When feedback is provided ensure that it is specific. 'Could this sentence be better?' would be better phrased 'Rewrite this sentence so that includes an adverbial phrase.'
- 'Secretarial' self-correction (eg. the fixing of spelling and punctuation) is an expected part of the writing process and is not an improvement piece.
- Verbal feedback is a powerful way to give targeted individual or group feedback. Verbal feedback, when given, should be acknowledged with the appropriate symbol in the margin.
- Peer-marking and self-marking can be used, and can be highly effective; however it is important that pupils are taught how to assess, and what criteria they are assessing against. Self and peer marking must not be used instead of teacher marking.

**Simple Tasks** eg. reading comprehension, maths calculation, grammar exercises

All incorrect responses must be self-corrected

**Complex tasks** eg. writing (including cross-curricular writing), art, design technology

Opportunities to improve in at least 50% of pieces



Research shows that with more complex tasks, a period of reflection is better before feedback. For example, writing tasks can be responded to on the next day giving pupils time to reflect. Simpler tasks require immediate feedback; pupils need to know immediately if they are on the right track.

### Ways that teachers can encourage pupils to respond:

- Specific feedback in books
- Verbal feedback
- Shared class feedback
- Peer feedback
- Feedback by comparing against a model or worked example
- Self-correction against a mark scheme
- Improvement against a target
- Encouraging children to write a commentary on their writing

## What does Ofsted say about Marking and Feedback?

*Taken from Guidance document published 08/15*

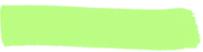
Pupils' work:

- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback are used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

### Grade descriptors for the quality of teaching, learning and assessment

Outstanding
<ul style="list-style-type: none"><li>• Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</li><li>• Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</li></ul>
Good
<ul style="list-style-type: none"><li>• Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</li><li>• Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.</li><li>• Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.</li></ul>

## MARKING SYMBOLS

✓	acknowledgement
^	missed word
_____	spelling error (the word is underlined)
//	new paragraph
	pink highlighter - 'Tickled Pink'
	green highlighter - 'Growing Green'
/	finger space
VF	use of verbal feedback
I	independent work
WS	with support
	missing punctuation (circle error)
	use target