La Mare de Carteret Primary School

Teaching and Learning Policy

Date completed: March 2021
Review Date: March 2023
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Our Vision and values



LMDCP working together with the entire community to ensure the rights of the child are met by providing a safe, nurturing and challenging education

Aims of the policy

At La Mare De Carteret Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and learning support assistants 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. It also reflects the aims and objectives of the school and supports our vision.

This policy should be read in conjunction with our Curriculum policy and Assessment, Recording and Reporting Policy.

Principles of teaching and learning

Learning is the purpose of the whole school and is a shared commitment. At La Mare Primary School we recognise that education involves children, parents, staff, the wider community and the SOG Education Department, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;

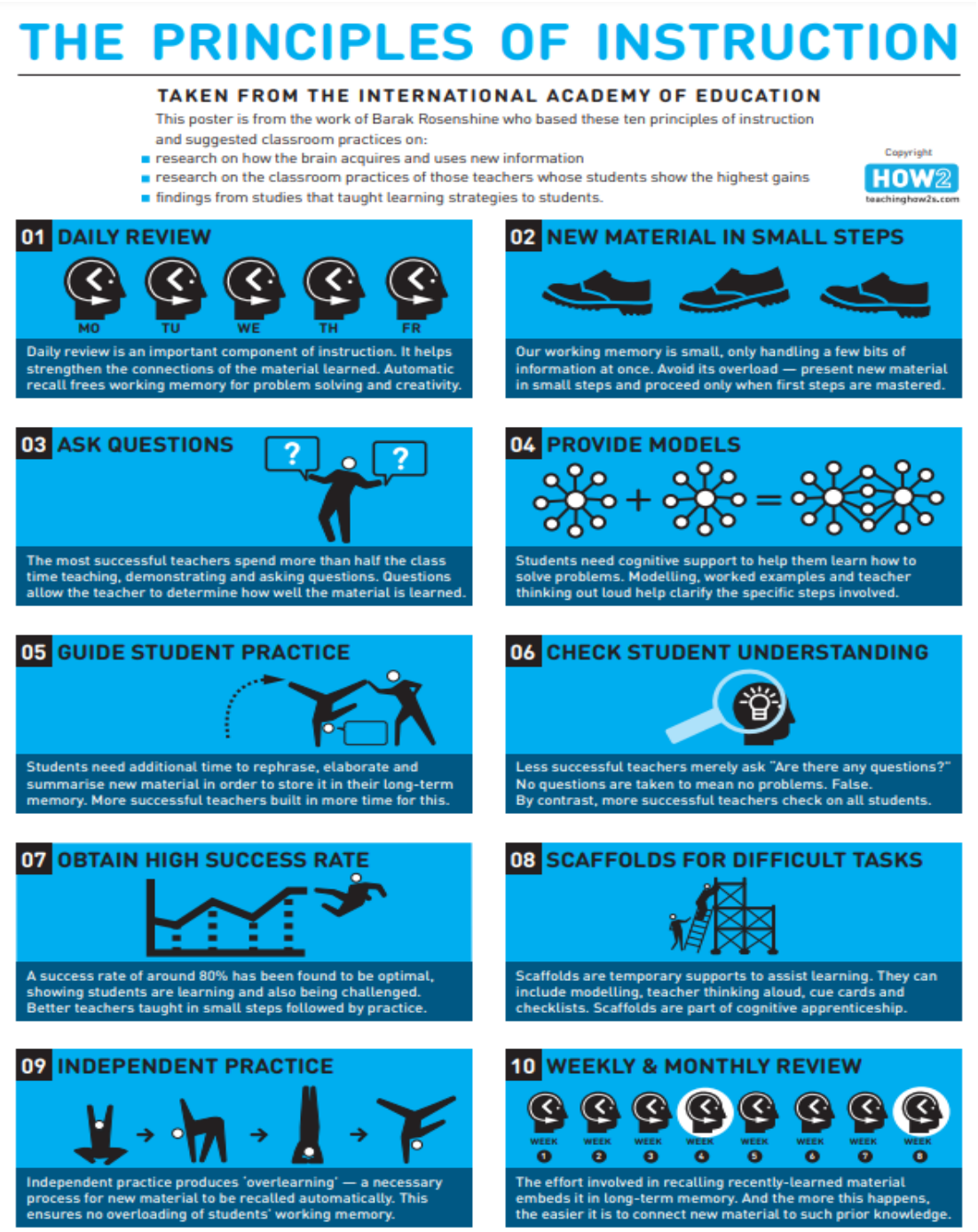
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Successful teaching and learning - What do we believe?

At La Mare De Carteret Primary School, we believe deploying Quality First Teaching (QFT) and utilising the key principles of Rosenshine we will engage and support the learning of all children.

QFT is a style of teaching that emphasises high quality, inclusive teaching for all children in a class, irrespective of ability. It demands 100% participation from the children and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding; it expects children to be able to articulate their ideas, understanding and thinking by actively promoting engagement. Our staff team believes every child is capable of achieving success and they do all they can to find ways of making each child successful.

Rosenshine's Principles of Instruction define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.



In writing this policy our staff team worked together to develop and communicate the principles that we feel make teaching and learning successful.

We believe successful teaching happens when:

Teachers have excellent	*Teachers have extremely*	*Learning is well planned*

subject knowledge that is up to date. They have a clear understanding of the progression of knowledge and skills across the school	high expectations of all children and expect them to succeed and make progress	and uses strategies that engage and motivate
Differentiation is clear, group and individual needs are met including SEND	Lessons are interactive and children's contributions are encouraged, expected and extended	Lessons are well paced
Planning takes account of children's prior learning and is informed by assessment outcomes	There is a focus on explicit teaching of new vocabulary and high quality oral work	There are regular opportunities to recall and retrieve knowledge, understanding and skills
Modelling is clear and explicit	A variety of teaching strategies and styles are used	Feedback is timely and informative, giving children next steps so they are clear what to do in order to improve

We believe children learn best when:

They are happy, positive and receptive to	They are interested and involved with	They understand the purpose of the task	They feel safe, secure and have strong

challenges	learning that is relevant and stimulating		relationships with adults and their peers
They feel valued, cared for and the classroom has a sense of community	They have opportunities to explore and take risks	They receive positive feedback that helps them to improve and are praised and recognised for achievements	The learning environment is well organised and resources are easily accessed
Tasks are differentiated with different levels of challenge that children can access	Learning is built on existing knowledge and experience	They have the opportunity to talk about their work, discussing, reflecting and sharing ideas	Teachers are knowledgeable, passionate and enthusiastic

Planning

Individual lessons are carefully prepared with all required materials and resources available to support learning and promote positive outcomes. A teacher's planning is one of their most important tools. Consistently high standards of teaching can only be achieved if teachers are properly planned and prepared. Our staff plan on a weekly basis using agreed curriculums and planning proformas.

To ensure consistency and quality, teachers' planning is carefully monitored.

Planning matches teaching to individual learning needs. So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension

- autonomy
- outcome
- adult support

Organising the Learning Environment

We use our learning environments effectively to facilitate different styles of learning. We make opportunities for:

- Whole class teaching
- Group work, organised according to appropriate criteria, ie, ability, mixed ability, friendship, etc
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. Volunteer helpers assist with the many aspects of school life, including supporting reading, maths passport testing and providing assistance with school visits.

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand
- all children know where classroom resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- the library is a valued resource and used appropriately
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Children will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

At La Mare De Carteret Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

For further guidance see the Curriculum Policy

Presentation expectations

We teach cursive script from Spring term in Y1 (for those who are able) to Y6 according to the ability of the child.

- All adults who write in books should model the correct fully cursive handwriting style with a handwriting pen.
- The WALT or LI should be recorded on every piece of literacy or numeracy work in exercise books.
- By Year 5, WALTs or LI (whole sentence) should be underlined neatly with a ruler.
- All work MUST be dated with either a short date, *19.04.21* (numeracy) or long date, *Monday 19th April 2021* (all other subjects).
- When pupils begin to write in pen, it should be a blue handwriting pen. Biros are NOT allowed except for early mark making. Once pupils have begun to write with pen they should not use pencil in their books except for maths books. All Year 6 children must write in pen.
- The cover of the exercise book should be labelled:
  Name
  Subject
  This should be on a sticker. Nothing else should be on the cover.
- Mistakes can be crossed out neatly using one line with a pencil or a rubber if appropriate.
- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch.
- Worksheets must be trimmed before being neatly stuck in ideally by the children.

Assessment

"Effective feedback helps learners close whatever gaps exist between where they currently are and the destination they are aiming for."

Griffiths, A & Burns, M (2014) Teaching Backwards.

Assessment both formative and summative is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that children are making expected progress.

It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is an important part of all teaching strategies, helping to identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress.

When working with children we create opportunities to observe children's behaviour and activity, listen to them and respond appropriately. These opportunities are supported by other assessments so we can identify achievements, progress and any barriers to learning or specific learning difficulties.

It is crucial that this information is used formatively so we can support children's learning by:

- Promoting and harnessing individual learning styles
- Supporting and extending children's knowledge, skills, understanding and confidence
- Building on what children already know and can do
- Providing for children's different starting points
- Providing relevant and appropriate content that matches the children's needs

Feedback & Marking

Feedback to children is very important as it tells them how well they have done and what they need to do next to improve their work. Research has shown that children's involvement in the review process raises standards, and that it enables them to take actions towards improving their performance. It also supports the teacher in 'next step' planning for all children. We have an agreed code for marking as this ensures that we all give feedback in the same way; and the children learn to understand and use the feedback to accelerate learning.

Verbal feedback is given to children wherever possible. This is usually done while the children are working but it can also sometimes be given at the beginning of the next lesson.

It is important for our children to know that their work is valued. Responses to their work have a significant part to play in encouraging them to want to succeed, and in contributing to the progress that they make.

Used effectively, marking and feedback can:

- help children become better learners by giving a clear picture of what they have done, and what they need to develop or improve
- give recognition and praise for effort and achievement building confidence, self esteem and motivation
- enable parents to understand their child's strengths and weaknesses
- inform teachers' planning and impact on future planning, teaching and learning
- identify specific targets for individuals or groups of children
- ensure regular dialogue between teacher and child

Marking and feedback is most effective when:

- it is manageable for teachers and accessible to children
- it is given promptly and regularly to children
- it relates to learning intentions and success criteria which are shared with the children
- it provides children with clear strategies for improvement and next steps for learning
- teachers focus on certain aspects of the learning, not attempting to assess everything (2 stars and a wish)
- it is supportive, encouraging and effort is recognised as well as quality
- children are given time to reflect upon and respond to teacher's comments
- the language used is consistent, clear, and age appropriate
- there is a consistent approach throughout the school

Distance Marking - The most effective marking and feedback is given to a child is when they are with an adult. However the demands of the day-to-day running of a classroom means that some marking will take place away from children. Make sure children can read and understand comments and give them time to read comments and act on them.

Light Touch Marking - This involves a series of ticks or an adult's signature/initials at the bottom of the page as an acknowledgment that the learning has been reviewed.

Developmental or Quality Marking - We recognise the time that it takes staff to give children high quality developmental written feedback. However written marking and feedback is a waste of time if it has no impact!

- Focus on success and areas for improvement (2 stars and a wish, or next steps)
- Use reminder, scaffolded or example prompts to support children's learning and progress
- Time must be planned for children to respond to and act upon feedback.
- High quality, effective written feedback includes a dialogue between child and teacher

Literacy and numeracy books should be marked everyday, with in-depth developmental marking done once every week.

At La Mare De Carteret Primary we recognise all feedback needs to be appropriate to age and context eg, there will be very little written feedback in Rec/Y1.

Verbal Feedback - Immediate verbal feedback is often the most effective and discussions can recognise success, effort, identify areas for improvement, prompt deeper thinking and address misconceptions. Verbal feedback can be used across the school and in all lessons and particularly important in the early years and Y1 and for those children who are unable to read a written comment. A verbal feedback stamp should be used in books to indicate when verbal feedback has been given.

Peer & Self Assessment

- All marking must be done in green pen (not felt tip!)
- Agreed marking code should be used and displayed in the classroom
- Stamps can be used and have been provided for all staff
- Stickers can be used as long as the wording on them promotes a Growth Mindset eg, 'good effort', 'I worked hard', 'keep trying'
- Stickers that relate directly to the school's learning principles have been designed and provided to all class teachers, PPA staff and are available to LSA's and SLT.
- Stickers can go in books or on jumpers

Agreed Marking Codes

Symbol	***Meaning***
✓	Correct
.	Incorrect (maths)
c	Complete the correction (maths)
_ (under error)	Check this and correct
sp (in margin)	Spelling mistake
?	I don't understand what you mean / does not make sense
	stamp
	stamp
	stamp
	stamp
S	Learning was supported by a teacher or LSA
I	Completed independently
ST	Marked by supply teacher - with their initials

Monitoring Teaching

Teaching is monitored through regular scrutiny of plans, children's work in books, displays, behaviour analyses,lesson observations and book studies.. Feedback for staff will always be given promptly and will summarise the key strengths as well as areas for improvement. A rigorous and content-rich CPD programme will ensure that all staff take part in deep and engaging pedagogical reflection and apply this consistently to their practice.