



New City Primary School

Learning & Teaching Policy

July 2018

Policy Creation and Review

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New City Primary School

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all learning and teaching at New City Primary School.

1. Aims
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment and marking
7. Target Setting
8. Monitoring, review and sharing effective practice

1. Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum, which provides opportunity for all pupils to acquire content through variation and mastery.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

2. School Expectations

We expect all pupils to follow the 5Cs

Care
Courtesy
Commitment
Consideration
Cooperation

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met

- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject coordinators
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class
- That all lessons demonstrate key elements of good Assessment for Learning practice
- That activities are varied to ensure that children explore, develop and practice new skills/ concepts and meet the aims of the learning objective.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- That all staff have high expectations of presentation, quality and quantity of work
- TA's are fully involved and active in lessons
- That all staff are familiar with the New City Teaching Timeline and use it to guide practice

4. Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time
- Pupils respond well to teachers and lessons proceed without interruption
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress
- Work is sustained with a sense of commitment and enjoyment
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available
- Children are provided with the skills to evaluate and reflect on their own work and are encouraged to do this every lesson

New City Teaching Timeline:

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies Used Throughout (possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and Modelling (TA active participation with pupils) 	
	Interactive strategies (think/rehearse/reflect) 	
	Set out expectation for end of the session	

Main activity 30 mins	Children reflect on previous learning and marking	AFL Strategies used throughout
	At least 30 minutes focused activity children are independent.	
	The teacher continues to teach through focused groups. Intervention marking identifies next steps and mastery.	
	Mini- Plenary used within independent learning time to: make connections /address misconceptions & refine/ rehearse	

Plenary 10 mins	Address success criteria and learning within groups-who has achieved?	AFL Strategies used throughout
	Demonstrate depth when appropriate using application questions	
	Teacher evaluation next step-Where do we go from here?	

5. Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:-

Planning

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework

- The Newham Agreed Syllabus for Religious Education
- The National Curriculum for computing supported by the ' Rising Stars' scheme
- Schemes are also used to support work in Maths (Maths No Problem)

Long Term Planning

- Our 'Whole School Curriculum Overview' plots the content covered from nursery to Year 6 for each individual year group and each curriculum area, this is broken down carefully and opportunities to promote mastery are available throughout
- The Overview ensures balance and progression across the school and identifies cross curricular links and opportunities for educational visits

Medium Term Planning

- Curriculum coordinators prepare medium term plans which further support teachers in the delivery of the curriculum. Schemes are used where appropriate.

Short Term Planning

- Teachers are responsible for producing weekly plans. Teachers are encouraged to work with year group partners and other stakeholders to ensure that planning is relevant to the children in their class.
- Teachers are expected to annotate their plans to inform future planning
- Assessments inform areas which need further input
- SLT and curriculum coordinators regularly monitor, give feedback and support teachers' planning

Homework

As a school, we believe that homework instils good learning habits for life. It allows children to consolidate skills learnt in class; particularly in English and Maths as well as engaging and informing parents about children's current learning.

Homework is a daily requirement across the school and is set accordingly to phase groups and where appropriate for children with specific additional/ special education needs.

Please refer to the New City Homework Guidance document

6. Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the on-going process of Assessment for Learning (AFL).

Assessment for Learning (AFL):

All lessons should contain these AFL elements:

At the planning stage

- Use assessments from the plenary of the last lesson assessment related to success criteria - are children secure/ require reinforcement? Peer / self-assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking - responses from children to teacher's comments

During the introduction

- If appropriate, spend time re-visiting feedback from the last piece of work marked
- Recap on previous learning - what did you learn in our last lesson?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria---older children can generate their own---what will make this a good piece of work? How will know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Identify in the planning a single focus group to work with for the duration of the main activity (Rotate this between groups during the week)
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example- have they achieved all elements of the learning objective?
- Consider extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus group

Plenary

- Revisit LO and Success criteria---what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self- assessed work against success criteria---make an improvement
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners

Marking:

At New City, we believe that the marking of pupils' work should provide excellent opportunities to

ensure that pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement and recognition of excellence. It is a powerful assessment tool and provides a diagnostic analysis of the level of the pupils' understanding and achievements.

It is essential that marking is POSITIVE - when the work reflects the child's best attempt, honest, up-to-date and consistent. Teachers need to mark against specific learning intentions and provide guidance on how pupils can be moved on to the next stage of development. Pupils should be given the opportunity to reflect upon the marking, respond to the comments and correct their work as part of the process.

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work and have high expectations;
- Boost their self-esteem and aspirations
- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations
- Assess their understanding, and identify any misconceptions
- Provide a basis both for summative and for formative assessment
- Provide the on-going assessment that should inform our future lesson planning
- Provide a good role model of Handwriting (XCCW JoinedPC64Sa)

Procedures

- The school has explicit rules that apply to all pieces of work (e.g. the date and the title must be underlined at the top of the page) and teachers will not accept the work unless these rules have been followed.
- Work must be marked in red pen and teacher's comments should be presented to a high standard in line with the school's whole school handwriting approach.
- Gold stars are to be used as a motivational device.
- Avoid negative marking, e.g. large red crosses and damaging comments.

- Responding to marking by the child is incorporated daily into lessons and encouraged across the school to aid with supporting, consolidating, accelerating and challenging learning. Children are expected to respond to teacher's marking and responses as appropriate using **green** pen in KS2 and pencil in KS1.
- Where appropriate children may mark his or her own or another child's work following the ground rules set. The teacher must always review this marking.
- Peer marking doesn't replace the marking by the teacher.
- For one-to-one feedback discussions (teacher to pupil) to be effective, sufficient mutual trust must be established. It is a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Written Comments

- Specific comments should relate to the learning intention for the work and closing the gap comments (explicitly linked to session success criteria) should be given as next steps
- Some work may be marked on effort and presentation but focused work needs to be marked in more depth. Pupils should be clear about the focus of the work through reference to success criteria and understand what they need to do in order to improve
- Teacher comments should be in neat, presentable, legible handwriting as well as spelt correctly, setting an example to the children of the school's high expectations
- Children should be given the opportunity to improve their work
- Significant achievements need to be noted, recorded and rewarded
- Marking in foundation subjects and Science should reflect conceptual understanding rather than only language skills - again with explicit reference to success criteria with next steps for improvement
- Comments which give little or no guidance should be avoided, e.g. 'good', 'pleasing'
- Children should be encouraged to read comments written by the teacher and reflect upon them for future improvement - time can be set aside in follow-up sessions and prove an effective time in which to address misconceptions
- Certain pieces of work may be moderated, in line with the school's assessment calendar - to inform the pupils of their level of achievement and what they need to move on

At New City, when we are marking a piece of pupils' work, we should be looking at:

- Content in line with the session's success criteria
- Presentation in line with the school's handwriting style and overall neatness
- Independent learning

Marking should always be in line with the learning objective and determined success criteria.

When marking, teachers must use their professional judgement with regard to how many mistakes should be correct for individual children. Recurring errors should always be corrected with saturated marking being avoided to prevent damage to pupil self-esteem.

There must never be queues at the teachers' desk for marking. This is a total waste of time for the

teacher and the children.

Intervention marking

Intervention marking forms a pivotal part of AFL. The purpose of intervention marking should always aim to support, consolidate, accelerate and challenge.

Intervention marking...

- Ensures work for the children is challenging
- Supports children that are struggling
- Can inform the next lesson
- Should be seen to have immediate impact
- Should be planned for (teachers can only offer tailored learning opportunities if variation, resources and challenges towards mastery are in place - intervention marking simply points to the next step).
- Should allow for some degree of flexibility
- Is also verbal (Particularly in EYFS, and earlier stages of KS1)

Intervention marking should intervene to...

Aim:	Example:
Support	This could refer to use of resources e.g. <i>Good try. Use a number line/counters/dienes to help you. It will be easier if you write your numbers in squares like this.</i>
Consolidate	Not about giving another 10 questions. This is when a child may need a few more examples before he/she is ready to move on. The examples are tailored to the errors a child has made previously, after guidance has been given e.g. where zero is not being used correctly as a place holder. <i>A good try. Now try these and don't forget to use zero as your place holder.</i>
Accelerate	Through variation, lesson activities will be tiered and appropriately pitched to match the abilities in your class. Intervention marking may well just be moving the child on to the next tiered task. A comment might be: <i>Great! Now go on to question 6! Or Well done! Now try Red Chillies task!</i>
Challenge	This is a little different to simply moving the child onto the next tiered task. This is about turning the learning around and asking the children to put their learning into practice (working towards mastery!). <i>Good! How many ways can this be achieved?</i> <i>Great! How much change would you have if you had spent twice as much?</i>

Marking incorrect work

- Although work will have a clear focus to mark against, it is essential that basic and consistent punctuation and spelling errors are addressed. A self-checking and peer marking routine is vital if consistent errors are to be avoided.
- The most common/ most important key words should be underlined, labelled 'SP' and then corrected in the margin by the teacher. This should be reinforced through look, say, cover, write, check to ensure key spellings are improved.
- Incorrect use of grammar and syntax should be underlined.
- Where the child has omitted paragraphs, the teacher needs to add 'NP' in the appropriate place.
- Children should always be encouraged to set out work neatly with good handwriting and proper formation of letters. Written work which is copied incorrectly from cards, books or the Flipchart must be corrected (re-written) by the pupil. Letters and numbers formed incorrectly must be corrected and practised.
- Early writers (in all year groups) need to see the teacher model a part of their work with clear emphasis on the correct punctuation and spelling. Children may write this underneath as additional pencil control practise.
- Children should be encouraged to re-draft their work in writing to improve standards, reinforce understanding or for display purposes.
- Any written work for display should be corrected and re-written to ensure that it is the child's best work and that all spelling, punctuation and grammar are appropriate to the child's age. At key stage 2 all display work must be redrafted until accurate.
- Presentation is important and we believe that children should take a pride in their work.
- If too much work is incorrect, then marking should be confined to an individual discussion and one-to-one teaching points.

Mathematics

Marking should be up to date, consistent and positive, reflecting individual pupils' needs.

- Marking of pupils' work should always be positive, the use of 'crosses- x' should not be used to mark incorrect work.
- Pupils should be encouraged to self-correct and check work.
- Marking will take the form of written or verbal comments. Spelling of mathematical and scientific words will be corrected. Mistakes will be clearly identified for the children.

Science and Foundation Subjects

The marking of Science and Foundation subjects will be based upon individual intervention with teacher modelling and comments. Marking methods should support future development.

When marking work within these areas it is important for teachers to remember that it is the understanding of the subject area that we are mainly assessing and not solely the development of English skills.

Assessment for Learning - Feedback on Learning

Sharing learning objectives and success criteria:

- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- Marking should provide opportunities for children to read through their marking and make any necessary improvements in the next lesson.
- Plenaries and mini-plenaries should be used to assess the children's learning using school self-assessment procedures.

Children should be encouraged to assess their work ahead of final marking, referring to success criteria within mini-plenaries at appropriate times during the lesson. This can remind children of their learning targets, or suggest common checks to perform and to self-reflect at each step of the learning process.

- When peer-assessment is taking place, children must use the green Berol pens provided and only highlight basic errors in the work. Children are not to write a comment underneath another child's work.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Oral and written feedback

- Oral feedback should be carried out as often as possible especially for younger children.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way add oral comments made.

- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Marking will be done before the next lesson in that subject where possible.

Peer and self-assessment

- Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. For younger children, the more important it is that the feedback is oral and immediate.
- Feedback can be given through peer assessment.
- Children should always be given the opportunity to improve their work through self analysis times at the end of the task.
- When children are self -assessing or reflecting on teacher's marking they should use pencil in KS1 and green pen in KS2

Tracking Assessment at New City:

Assessments are made against National Curriculum objectives to ascertain whether children are working at age related expectation.

Pupil progress is monitored and tracked rigorously every half term through a combination of both summative and formative approaches (refer to Assessment Policy).

This enables teachers to use assessments and a wide range of evidence to draw upon and develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils or groups of children at risk of underachievement. This enables us to target and diminish the difference between significant pupils and pupil groups. Additionally we also ensure that those children who have accelerated capacity or are identified and have opportunities to develop further.

We use School Pupil Tracker Online (SPTO) to track progress and record children's achievements over time. Teachers continuously add assessments when children achieve objectives. SPTO calculates progress based on teacher observations and gives an indication as to whether children are meeting age-related expectations. Once per term children's Reading Age and Maths Age are assessed using published tests. The results of the tests are also tracked using SPTO enabling teachers to check progress over time.

7. Target Setting

Ambitious targets are set for all year groups and teachers work towards their classes meeting the targets. Pupil progress meetings are held with class teachers and members of SLT once every half a term.

Targets form one aspect of the Teachers' Performance Management cycle. Children have their own targets with small, achievable goals in Reading, Writing and Maths. These targets are recorded on target cards in children's exercise books and are regularly reviewed.

Each half term parents receive report cards which detail their child's progress, targets and next steps. An annual report is produced for parents in the spring term with parents evenings taking place once a term.

8. Monitoring and Review

Teaching and learning is monitored regularly by SLT and ELT by:

- The senior leadership team through teaching and learning observations
- The phase leaders during planned half termly book audits
- The subject leaders through planning and book audits
- Pupil Voice questionnaires and interviews
- Displays
- Parent questionnaires

This policy is updated on a regular basis, so that we can take account of the changing nature of our practice.

Please refer to the following policies:

- *Assessment Guidance*
- *Homework Guidance*