



Timbercroft Primary School Teaching and Learning Policy

Introduction

At Timbercroft Primary school we believe in the concept of lifelong learning, and the idea that both adults and children learn new things every day.

Timbercroft provides all children with quality teaching and learning experiences through an engaging and progressive curriculum. Children have the opportunity to apply their knowledge and skills creatively in a range of contexts, which enables them to build upon their learning within and across subjects and key stages. We draw upon and extend our children's personal experiences to ensure the curriculum is relevant for the entire school community whilst preparing them for their future.

A Definition of Learning:

Learning is the process by which an individual makes sense of new experiences. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

Aims

As a Flagship School for Inclusion, Timbercroft Primary School is committed to providing Quality First Teaching and a dyslexia friendly environment as a basic entitlement for all learners.

As a school, we value the needs of all learners and foster a positive attitude towards pupils with SEND. We aim to teach all learners how to build on their strengths and minimise their weaknesses by passing their barriers to learning so that they are empowered to be the best that they can.

We believe that people learn best in different ways. Through our teaching we aim to:

- provide a safe, stimulating learning environment for all pupils and teachers that enable learners to become confident, resourceful, enquiring and independent learners;
- enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- provide a broad, balanced and relevant curriculum in line with the National Curriculum;
- set high expectations for all pupils in order to raise their aspirations, foster their self esteem and help them to build positive relationships with other people and help them to grow into reliable, independent and positive citizens;
- raise standards of both teaching and learning through monitoring and evaluation; and
- ensure high quality teaching and learning experiences for students of all abilities and aptitudes (mathematical/logical; visual/spatial; musical; drama; dance).

EFFECTIVE LEARNING

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, where they are motivated and enjoy learning and know that they will succeed because they know the challenge will have been set at the right level.

Concerning the structure of a lesson, learning theory tells us:

- To connect the learning with previous work;
- To give learners the 'big picture' of the whole lesson;
- To review what has been learnt and so increase recollection;
- To provide feedback, celebrate success and review learning strategies;

- To outline the next step in the learning before moving on.
- To present the lesson in a range of styles;
- To allow opportunities for the pupils to build up their own understanding through various approaches;;
- To use collaborative skills (Kagan) to actively engage students to encourage and tutor each other in order for children to make connections and learn in different contexts, improving their oracy skills

There is NO set structure to lessons. Teachers may choose a variety of structures that suit the needs of the teaching and learning.

Creative skills are key skills that act as a foundation for the development of a broad range of other abilities and act as an important set of enablers for learning. We incorporate creative cross-curricular teaching and entrepreneurial skills – especially within our BIG outcome topics wherever possible. Creative skills include:

- Open questioning
- Making connections
- Imagining possibilities
- Exploring and expressing ideas
- Reflecting critically on ideas, actions and outcomes

We offer opportunities for our children to learn in different ways by providing a range of effective strategies.

These include:

- Investigating and problem solving;
- Research and theory;
- Group work;
- Independent work;
- Whole class work;
- Questioning to encourage deeper learning;
- Applying technology and computing skills
- Learning through technology (hybrid learning)
- Field work and visits outside of school, e.g. to places of educational interest;
- Creative activities;
- Watching programme clips and responding to musical/recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in physical activity;
- Visitors into our school;

We encourage our children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

The Learning Experience

Through collaboration with our partner schools within the Maritime Academy Trust we offer an enhanced curriculum. Staff are encouraged to source teaching and learning through a range of materials that reflect the National Curriculum including a variety of syllabuses suited to our children's needs, and to use their professional knowledge to devise interesting and thought provoking lessons.

Medium term planning is completed prior to the term starting. Reading, writing, EPGS and maths on the medium term plans have the areas of focus each week, not detailed planning, as these will be planned for weekly.

Planning contains

- clear prior knowledge and skills
- shows a good understanding of subject knowledge
- sequencing to show how knowledge and skills are built over the term
- hybrid learning approaches to support the children's learning across all subject areas
- adaptive teaching
- Inclusive approaches

Reading, writing, EPGS and maths planning is completed weekly using a slide format. These must:

- show a clear learning sequence
- build on knowledge and skills over time
- be a working document that is adjusted and adapted depending on the children's understanding
- include opportunities for children to learn, understand and apply concepts in different contexts

For core subjects, those children who have specific needs in the subjects or have EHCPs, are planned for separately. These plans must:

- be detailed with their specific learning goals,
- have identified resources to aid their learning and promote independence.
- show both 1-1 staff and the class teachers work equally with the children
- include opportunities for children to be working alongside their peers in class

For those who are SEND and do not have specific learning needs in these subjects, reasonable adjustments are made. These adjustments for individuals are mentioned in the weekly planning.

EYFS

In EYFS, the children are given autonomy and encouraged to become independent learners. We provide them with real life experiences, a skills based approach to learning and the opportunity to explore through core texts. Child led learning plays a huge role in EYFS and the adults facilitate this during their daily focus children.

EFFECTIVE TEACHING

We have high expectations of all our children which are communicated in our non-negotiables to ensure excellent learning behaviour. Our teaching focuses on motivating all the children, and building on their skills, knowledge and understanding of the curriculum so that they reach the highest level of personal achievement.

Lesson Development – ensuring progress

- Make learning active by providing tasks which enable students to make meaning, construct knowledge and develop understanding and skills
- Model activities and processes, making their thinking and decision-making explicit to students. This can be whole class or guide groups
- Manipulatives are incorporated into planning for all activities to provide a concrete foundation for learning abstract ideas
- Provide appropriate levels of scaffolding to support children's learning
- Use a variety of questioning techniques to probe and develop pupils' understanding
- Promote active listening, inviting a range of different responses and building in time for thinking

and reflection

- Give constructive, positive feedback on work in progress as outlined in the marking policy
- Provide opportunities for success for every pupil and seek frequent opportunities for praise
- Provide opportunities for progression which increase the level of conceptual challenge, the depth of understanding and the breadth of application of skills
- Vary groupings and seating arrangements according to the task
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- When appropriate, set a variety of homework tasks to deepen, extend, or initiate learning.
- Reading is extended at home through the use of Oxford Owl and Tapestry
- Maths is extended and applied at home through the use of TTRockstars.

Assessment

Assessment of and for learning is closely linked to the Curriculum. We ensure that we have a Curriculum that is well thought out, builds knowledge and skills progressively and reflects the cohort of children in our school.

EYFS

We continue to use the EYFS profile to assess outcomes in line with the Early Learning Goals and Good Level of Development. We use Tapestry as a recording tool, which is shared with the parents, in order for the parents to see examples of progress and learning. We have 6 focus children a day per class in which we shadow during their learning. It gives a holistic view of individual children and enables adults to enhance their learning through continuous provision.

KS1 & 2

Teachers use on-going assessment using a series of subject-specific, age-related expectations (Learning Ladders) that were developed by subject leaders and SLT across the Trust schools, and are based on the National Curriculum. They indicate whether a pupil in a particular year group is 'developing', 'secure' or 'next year group ready' in Reading, Writing and Maths. These expectations are concrete, relating to specific subject knowledge and skills. This helps teachers apply the expectations consistently, because their judgements must be rooted in evidence. Learning Ladders and books are regularly monitored and moderated within the Trust. Year groups, subject leads and SLT meet to scrutinise the impact of marking and how developments can be implemented for further progress and higher achievement. To support assessment we hold three formal assessment cycles across the year, using published assessments (NFER and SATs papers) to inform teacher assessment.

The assessment cycle across the school year includes the use of:

- Daily AFL
- Knowledge Organisers
- Weekly planning - Development Matters, national curriculum, learning ladders
- Teacher Assessment data drops
- Book looks/moderation in phases and across the school
- Pupil progress meetings
- Gap analysis tasks
- Summative assessments

The School Learning Environment

Our classrooms are attractive, interactive and stimulating learning environments. We regularly change the displays in our classroom and throughout the school so that the environment reflects the topics studied by our children. We ensure all children have the opportunity to display their best work, 2D and 3D, at some point during the year which reflect their efforts as well as their ability.

The classrooms are expected to have displays relating to English, Mathematics, Science and other Creative Cross Curriculum as outlined in our curriculum map. There **must be a balance** between children's work and learning prompts that motivate, support and challenge the children. The SLT and subject leaders engage regularly in learning walks to assure quality of the learning environment.

Displays should show:

- The high standards across subjects
- Showcase all subjects that may link to the thread running through
- Have examples of multiple outcomes
- Have key questions and skills statements specific to different subjects
- Have 3D elements to it.
- Interactive in some way
- Material that complements the display.
- Work backed or mounted properly

It is the joint responsibility of the subject leaders, class teachers and SENCO to ensure that all classrooms are equipped with the appropriate learning resources for the range of abilities including children with SEND and that they reflect a dyslexia friendly classroom for all learners.

Learning takes place in an environment which:

- is challenging and stimulating;
- is interactive;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a purposeful working atmosphere.

EYFS

In EYFS, we have Learning Journey displays showing the children's learning processes. Each child has a section for their own personal journey and a chance to interact with their teacher for the work they have made. It is presented with care and each child has ownership over their learning journey.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our prime focus is to further develop the knowledge and skills of all our children. We strive to ensure that all tasks are set appropriate to each child's level of ability, and to ensure that we meet all statutory requirements

related to matters of Inclusion and the SEN Code of Practice. When planning work for children with special educational needs and disabilities (SEND), we give due regard to information and targets contained in the children's Assess, Plan, Do, Reviews (APDRs). Teachers modify and annotate planning, teaching and learning as appropriate to needs, e.g. APDRs, EAL. We value each child as a unique individual and teachers are familiar with relevant equal opportunities legislation covering race, gender and disability.

INTERVENTION GROUPS AND STRATEGIES

- APDRs - Children with an EHCP or has a multi-agency support network on the SEND register will have an APDR set in consultation with the child, parents, class teacher and SENCO. These targets will be planned for and available to all staff working in the classroom. This supports the child in identifying areas for development and how the teachers and support staff can support them.
- Dyslexia - Children with dyslexia are identified and assessed quickly. They may receive support from STEPs (Support Team for Education in Primary and Secondary School) which may involve an additional English programme. The children will have their work adjusted to suit their needs and will receive additional resources to support them in class. Planning will reflect a variety of learning styles and different methods of recording.
- SALT- Children with speech and language difficulties will receive support from a specialist LSA and Speech and Language Therapist, who will work alongside the class teacher in delivering therapy sessions within the class. The teachers will take into consideration the difficulties the child has and will plan for activities to support their speech and language development.

Intervention groups and strategies to underpin and support the above include:

- Wave 1 – Quality first teaching (QFT) – classroom intervention led by the class teacher
- Wave 2 – small group work within the classroom supported for the majority of the time by the class teacher and on occasions the teaching assistant
- Wave 3 – intense work for pupils with low attainment in English and Maths. This may take the form of an intervention group in addition to the regular teaching of English and Maths.
- After school Catch up sessions
- Speech and Language support
- Intervention from outreach agencies.

Every effort is made to support our staff in planning their professional development and in developing their skills through courses chosen by staff and the Continuing Professional Development (CPD) Leader through in and out of house training and regular, relevant INSET training. All of the staff has Performance development targets on consistent themes throughout the school. We provide a comprehensive programme of Induction Training for Early Career Teachers (ECTs). We support staff progress and development through lesson observation, monitoring, workbook scrutiny and planning and assessment scrutiny.

The Role of the Subject Leaders

Subject Leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements, setting targets for improvement and supporting teacher development across the school.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- dissemination of the most up to date information from CPD and research;
- monitoring of and adapting yearly overviews to suit the needs of groups of learners;
- leading by example and show high expectations of their subject through their learning

- environment and book content;
- ensuring curriculum coverage, continuity and progress for all pupils by working closely with the curriculum lead;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- monitoring pupils' work by regular sampling of class work, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers and giving constructive feedback in line the with School Development Plan
- supporting planning

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at the whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Monitoring and evaluation principally takes place through reviews and classroom observations of teaching and learning. Individual feedback is used to improve teaching and learning and plan future CPD for individuals or at the whole school level. The CEO of the Trust and the Local Academy Councillors are responsible for monitoring the performance of the Headteacher.

The Role of Local Academy Councillors

- To ensure the effective and rigorous implementation and monitoring of the policy;
- Support the use of appropriate teaching strategies by allocating finance effectively;
- Ensure that school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety;
- Seek to ensure that our staff development and our performance management both promote good and outstanding teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review process.

The Role of the Parents

We believe that parents have a fundamental role to play in helping their children to learn. We inform parents about what and how their children are learning by:

- Holding two parent-teacher conferences in the year, to discuss the progress and future targets for their children;
- Sending regular newsletters that outline special events that will impact on children's learning;
- Displaying attendance targets and class by class attendance;
- Providing curriculum content information on our website;
- Attend events that celebrate and promote their child's learning;
- Monthly Friday morning pop ins;
- Invitation to workshops and Big Outcome Events.

We believe that parents have the responsibility to support their children and the school to implement school policies that allow teachers to teach and children to learn. We would therefore like parents to:

- Ensure that their child attends school;
- Encourage resilience and responsibility in their child, for example from an early age, teach their child to take responsibility for bringing in the correct equipment
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;

- Ensure that their child is equipped for school with the correct uniform, reading bag and P.E. kit;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home-school agreement.

Marking and Feedback

Marking and feedback sits within the school's comprehensive assessment procedures that are carefully linked to ensure that teaching, learning and the curriculum are responsive to students' needs and clearly focused on raising achievement. Using Assessment for learning teachers ensures all children have feedback in such a way that will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Feedback can consist of

- written marking
- live marking
- verbal feedback
- individually and in groups

When using a hybrid teaching approach feedback can consist of:

- Teacher input during live sessions - small group and whole class
- Shared google documents with written feedback
- Individualised comments on the children's assignments
- Use of quizzes
- Voice notes
- Annotations

Research has shown that consistent and effective feedback has a significant impact on raising achievement. Sharing the criteria for assessment and setting targets for improvement ensures a greater degree of success.

At Timbercroft School we take a professional approach to the task of marking work and giving feedback. We recognise that subjects must have the flexibility to devise approaches to marking that are fit for their specific purposes.

We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code (Appendix 1). However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. 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, other arrangements for communication must be made.

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention (learning objective/learning question).
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning and the next steps in teaching and learning.
- Use consistent codes across the school.

- Ultimately be seen by children as a positive approach to improving their learning. In addition:
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Feedback should be positive, indicating what has been done well with work highlighted in **green**, indicate an area which would be 'even better if...'. This will correspond with **pink**, and comments written in this colour will indicate the next steps for the pupils and extend their thinking.

GREEN FOR GO, PINK FOR THINK

Sometimes the use of 'post it' notes adds a fun element. Children also respond well to stickers and stamps as a way of commenting on their work.

Marking and Feedback in the Early Years Foundation Stage. Some Children with SEND or EAL.

Marking and feedback strategies may include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Some annotation of work and photographs and videos by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books
- Tapestry is used to support assessment in learning
- If an activity is out in EYFS that the children are finding difficult to engage in, we will adapt or put a different activity out as part of AfL.

Timbercroft Primary School is committed to providing Quality First Teaching and a dyslexia friendly environment as a basic entitlement for all learners. As a school, we value the needs of all learners and foster a positive attitude towards pupils with SEND. We aim to teach all learners how to build on their strengths and minimise their weaknesses by bypassing their barriers to learning so that they are empowered to be the best that they can. Marking and feedback will be bespoke to children with SEND to ensure they can access it.

Children's response to the comments

Self-Marking and evaluation

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should be encouraged to self-evaluate and older children should be encouraged to identify a success and look for an improvement point. Younger children may use smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Teachers comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus/objective;
- if it is a spelling/high frequency word that all pupils should know;
- if it is related to the child's target.

Appendix 1

Marking Code

If learning question achieved, highlight the learning question at the top in green pen.

Pink comment to extend or example to complete if there is a misconception. Children will respond using their writing pencils in year 1 and blue pens from year 2 - year 6, then continue using pencil.

S in the margin to show that the next section of work has been supported by an adult

I in the margin following an S shows children are now working independently

Maths Specific



Tick or highlight for correct (Green)

When children feel they are challenged in year 2- year 6 they will use their red pen to write, this will show the teacher that they had a go independently but it is a challenge for them.

English Specific

sp in the margin to show there is a spelling mistake on that line. Differentiated for the individual children's needs. Not all spellings will be highlighted.

p in the margin to show there is a punctuation mistake on that line. Differentiated for the individual children's needs.

/ to represent where a new line should start.

// to represent where a new paragraph is needed.

* in the margin to show where a word needs up-levelling.

If the pink comment involves the children continuing their writing, they are to use their writing pencils in KS1 and KS2.