

TEACHING AND LEARNING POLICY

Date of Policy: Autumn 2024

Review Date: Autumn 2026

Introduction

At Parsonage Farm Primary School, we believe in the concept of lifelong learning and the idea that both adults and children continuously develop their knowledge.

We maintain that learning should take place within an environment which is supportive but stimulating and be a rewarding and enjoyable experience.

Through teaching, we aim to enable children to be confident, critical, enquiring and independent learners and develop the skills, knowledge and understanding necessary to become reliable, respectful and positive citizens.

Aims

Our school aims are:

- To promote a positive ethos where everyone is valued as an individual and treated with respect.
- To provide effective and enjoyable teaching and learning opportunities in a well managed and efficiently organised school.
- To establish a calm learning environment in which children feel safe in the knowledge that all are expected to conform to high standards.
- To enable all children to work towards achieving their potential via a structured challenging and differentiated curriculum.
- To work in partnership with our parents and develop continuing positive links with the local community.

Effective Learning

We understand that children learn in different ways – with many internal and external factors having an impact. Therefore, we recognise the need to use adaptive teaching and learning styles, in order to engage the wide range of children's needs and support them to make progress.

Planning for Learning:

Teachers ensure that:

- they have secure subject knowledge
- they have understanding of progression within the subjects
- they have knowledge of where the pupils are in their learning and how the children can make progress in relation to specified teaching/curriculum areas
- all children's learning styles are accounted for and work is differentiated to ensure learning is inclusive
- they have an understanding of what the children's next-steps are
- they understand the processes learning should involve and how to implement AfL to ensure it has an impact on progress
- they have a clear understanding of the differentiated provisions and resources required to teach the learning objectives outlined
- pupils understand the overall learning outcome and the steps required (learning objectives) to achieve it
- pupils understand the steps required to achieve the learning objective (success criteria)
- pupils are able to build upon prior knowledge and progress their understanding
- where possible, all learning has cross-curricular links and is within a purposeful context
- all children are able to access the learning, in accordance with their needs

We believe that **Effective Learners** are:

- able to understand what they are learning
- able to understand why they are learning it
- able to access the learning
- engaged in the learning
- interested, motivated and inspired
- able to apply their knowledge across the curriculum
- able to participate in dialogue in order to develop their understanding
- able to think critically
- able to reflect
- able to understand the next-steps required of them
- focused and able to concentrate on the learning
- able to answer and generate questions about their learning
- able to resolve problems or identify where they need support to resolve a problem
- able to persevere if tasks are challenging
- able to explain what they are learning and build upon it

Effective Teaching

Planning for Teaching

As teachers, we focus on developing the children's skills, knowledge and understanding of the National Curriculum, so they can become independent learners.

Subject Overviews (Annually)

These are updated once a year prior to the beginning of the academic year. They give a brief indication of what each year group will be studying in each subject throughout the year. Whole school events and specific learning events are illustrated on these plans.

Year Group Overviews (Termly)

These are updated termly and show the main skills being taught in each subject over the term.

Parent Overviews (Weekly)

These are uploaded to the website weekly and include information more specific about the lessons for the week, as well as details specific to the year group for the coming week.

National Curriculum Coverage Document

This is on Google Docs and is used by the teacher when planning weekly lessons to ensure full NC coverage throughout the academic year.

Daily Lesson Plans

These are completed on Google Docs through using the agreed format and include the NC objective, subject links and the relevant Learning Objectives.

Classroom Organisation and Management

Classrooms are to be well organised for safeguarding purposes and to help with the effectiveness of learning; resources to be looked after and labelled; displays to be clear; floors to be free of items, which should be elsewhere.

Classes have displayed a Line-Up order which all children are made aware of.

Year Group Leaders have responsibility for ensuring classrooms within their year group are organised and risks reported.

To save voices for learning and to encourage children to pay attention to the adult – hand signals are used to signify expectations of behaviour and instructions to follow. When an adult raises their hand, children are to follow. Whilst the adult's hand is raised, neither the adult or children should be talking or carrying out another task. Once the attention of all the children has been gained and they are silent, the adult is to lower their hand and the children follow suit. This behaviour technique applies to all adults and settings in the school.

Respect

Children should be taught in a calm environment to ensure high quality teaching & learning and to support mental wellbeing. All adults need to ensure they show respect to children in order to gain respect themselves – they are to be the model of how we wish the children to behave. On no occasion is it permitted for any adult to shout at a child or a group of children, unless there is an immediate health & safety risk.

All classrooms have:

- classroom rules, developed by the class displayed
- school rules (inside school and playground rules) and consequences (if rules are not followed) displayed
- online safety rules
- wall and interactive displays which reflect the themes being studied by the children (artefacts/books for the children to handle and learn from)
- children's work celebrated through its display
- wordbooks/dictionaries/thesaurus' appropriate to the age group in the class
- displays for literacy and maths to follow the guidance (see subject lead for further information)
- labels and explanations of displays
- a range of fiction, poetry and non-fiction texts which reflect different cultures, beliefs and faiths within an appropriate book area
- a classroom file where details can be easily accessed by observers and supply teachers in the classroom
- accessible maths and literacy resources (sound mats, rulers, number squares, white boards, number fans, measuring equipment....)
- a bank of plain, lined, squared and rough paper
- accessible resources – pencils, colouring pencils, scissors, glue...
- clearly labelled drawers/cupboards – indicating contents with pictures where possible
- a clearly labelled area where children's work books are stored
- marking codes
- playground rotas displayed
- after school club list displayed
- Year 5 and 6 home walker list displayed

Groupings

Children should be taught according to their skills for Literacy and Maths, although they may not necessarily be sat in these groups. Throughout the school, to ensure consistency the groups should be known as (from More Able to Less Able):

Literacy – Red, Blue, Green, Yellow, Orange

Maths – Hexagon, Pentagon, Square, Triangle, Circle

Children's groupings can be fluid – they may move groups during the year when required. All children's Literacy and Maths books should have the relevant sticker on them for easy identification.

Effective Teaching and Learning

We believe successful learning is where the children make progress and are secure and happy. All children can make progress, albeit at different paces and with different support. We aim to encourage the view that making mistakes is part of learning and can be done so in a safe environment.

We ensure that in introducing lessons we:

- give clear explanations linked to the learning objective
- show/model examples of what the expectation looks like
- use the shared learning model to scaffold and differentiate progress
- ask children to demonstrate their learning or explain their answers
- ask questions that are differentiated so all children have a chance to engage and be challenged
- give time to pupils to think before being required to provide an answer
- build upon prior learning and check what the children already know
- ask follow-up questions
- ask children to discuss their ideas in pairs or small groups and feedback
- check their understanding before moving on

In setting learning tasks and activities we:

- carefully explain the learning activity to be carried out
- link the activity to the learning objective(s)
- explain what the children are expected to learn, why they are doing it and how the activity will help them learn
- provide the children with expectations of their learning
- tell the children how much time they have to undertake the task/activity
- mid-session plenaries to reflect upon learning
- set short-term targets to keep the pace of the lesson steady
- show an understanding of anything that could have an impact on the well-being of the children
- provide resources/interventions to support children's needs

While the children are working we:

- focus on supporting of specific children/groups of children
- take time out from the support group to circulate and look at children's work
- provide instructions, which enable children to reflect on and improve their work in line with the learning objective
- point out errors, good points, ask questions, and ensure that the children are on task
- stop the class to highlight common errors or to share good examples
- offer praise and encouragement, including use of whole school reward systems
- record teacher assessments through looking at books
- refer to Individual Pupil Evaluations
- praise and reward

Assessing Learning:

We believe that **assessment for learning** is crucial in providing information to be used as feedback in order to adapt the teaching and learning activities in which

children are engaged. Children have personal targets, which are set with the support of the classteacher. These are referred to when teachers mark the children's work and reviewed through self and peer assessment.

During the lesson:

Children are provided with feedback that enables them to know the extent to which they have been successful in their learning and to support them to continue to make progress. We view this feedback **as a two-way process – from the pupil to the teacher and from the teacher to the pupil**. We believe both are essential.

Feedback from the children is encouraged – they are helped to identify:

- where they are experiencing difficulty
- why they might be experiencing difficulty
- what help they might need to overcome the difficulty

Prompt questions are used to guide them in this self-assessment of their learning. Children use this feedback to establish their own personal targets.

The Plenary is used to:

- gain feedback from the pupils on their own views on what/whether they have learned what was intended
- where and why they have done well against the learning objective
- where and how they might need to improve/move on in their learning
- inform plans for the next lesson

Feedback given to the children is always intended to be positive, constructive and formative as to how they might improve in their learning and what worked well as well as what could be done differently next time.

Children are required to respond to the teachers marking using their green pen to demonstrate progress

Evaluations

Evaluations of lessons should be discussed in your year group and be used to inform next steps.

Individual Pupil Evaluation information about children should be recorded elsewhere (Individual Pupil Evaluation Sheets are to be used for Literacy, Literacy Skills and Maths).

Individual Pupil Evaluation Sheets

These have been created for Literacy, Literacy Skills & Maths. Teachers/Tutors should write brief comments only when an issue has been identified. It is not expected that every child will have a comment every day.

This sheet can then be used to plan for future lessons and to highlight areas for the teacher/TA/LSA to focus support on and referred back to.

Once the area for development has been met the column can be ticked.

Feedback from interventions should be used to inform planning.

All IPEs must be put in for photocopying each half-term and handed to the relevant classteachers.

Maths IPE sheets need A/B/C codes daily.

Assessment Procedures

We currently have assessment procedures in place for a wide variety of subjects. If you have any queries about assessment in a particular area speak to the relevant Subject Leader. All assessment is carried out in line with National Curriculum expectations/EYFS guidelines.

Teachers use these procedures to support termly assessment data for Maths, reading and writing. This is recorded on SIMS for reading, writing and maths.

There are regular pupil progress meetings; all teachers should come to the meetings prepared to discuss whole class and individual children's progress.

Expectations

We expect that all children should take pride in their work. Children's responding to marking is to be recorded in green pen. Books and work is to be scribble free.

Mistakes are to be rubbed out or a neat line used to cross them out. For handwriting expectations, see the Handwriting Guidance document.

Marking

Our school marking policy is attached as an appendix to this document (Appendix 3)

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- holding parents' evenings to explain various areas of the school curriculum/national assessment/testing arrangements
- updating the website with a weekly overview sheet for each year group
- putting the yearly overviews and half termly overviews on the school website
- inviting parents to attend Parents' Evenings to discuss their child's progress

- setting targets in mid-year and end of year reports

We encourage parents to hear their children read on a regular basis. The amount of time a child is expected to read may be different for different year groups, however it will be consistent across the year group. We also ask that parents support their child to access the relevant online learning.

Communication within the EYFS is an integral part of children's development. In order to create a wider picture of the child's development both in and out of school on-going communication plays a vital role in understanding the whole child. Communication through Marvellous Me or via parent emails, as well as face to face is encouraged throughout the Reception year and supports the end of year profile and develops parental relationships.

Monitoring and Review

We are aware of the need to review the school Teaching and Learning Policy regularly so that we can take account of educational developments.

Literacy Rules Of Presentation

1. To take pride in my work.
2. To take care of my book.
3. To understand the marking given.
4. To respond to EBIs in my green responding pen.
5. To use a green pen to show how I have reflected on my learning.
6. To use a ruler when underlining my work.
7. To copy with care.
8. To be able to read what I have written.
9. To cross out mistakes with one line or use a rubber.
10. The long date will be written on the left corner of the top line (differentiate if required).
11. I will then skip a line and write the Learning Objective (LO:) which will be underlined using a ruler.
12. Numbers or letters for questions will be placed in the margin.
13. I will not scribble in or on my book.
14. My writing will start close to the margin.
15. To be proud of what I have achieved.

Maths Rules Of Presentation

1. During the appropriate lesson, I will draw a left hand margin 2 squares wide.
2. I will draw a line after my last piece of work.
3. I will write the short date e.g. 4/9/18.
4. I will write question numbers in the margin.
5. I will leave one square after the margin before beginning to write.
6. I will write one digit or symbol in each box.
7. I will self-mark using my green responding pen e.g. I, GP, PW, H and M, ticks and assessment grades.
8. Decimal points do not need their own box.
9. We always leave a line between questions.

Marking Policy

For the academic year 2024-25 we are trialling the use of pink and green highlighters to be used by the teacher when marking written work (green highlights something positive, pink is something to work on.) This will be reviewed during the year and the policy updated accordingly. Please speak to your YGL in the first instance who can advise on the procedure for this year.

The Purpose of Marking:

- To recognise the success of the children
- To assess the child's understanding of an objective and whether they have met the agreed success criteria
- To provide feedback to the child on how their learning can develop
- To inform the teacher's formative assessment and future planning
- To enable children to become reflective learners
- To support progression
- To enable children to edit their work allowing them to learn from their initial attempt

Principles that guide our approach to marking:

All staff, who mark the work of the children, will follow the marking policy.

In addition to this, marking and feedback should:

- be specific and relate to the learning objective and comment on previous attainment
- be differentiated
- relate to the National Curriculum requirements
- be critically constructive and positive (avoiding personal comments)
- be linked to the success criteria specified and agreed upon by teacher and pupils
- be used as Assessment for Learning
- give recognition and praise for achievement and clear strategies for improvement
- be in child friendly language/accessible to all
- should include a focus on GPS where applicable
- follow guidance in the Handwriting Guidance document
- allow specific time for children to read, reflect and respond to marking
- relate to personalised learning and respond to individual learning needs (which may involve marking face to face with some children)
- inform future planning and group target setting
- refer to children's personal targets
- ensure consistent symbols used across the school
- be a positive experience for children to support them to improve their learning

WWW/EBI can be used across all the subjects (see below for maths). EBIs can relate to developing literacy skills across the curriculum. If a piece of work has been fully marked in the draft book, then it only needs to be marked using the codes in the

Literacy book (a best piece of work does not need to be marked e.g. a letter a child has written to send someone, if it has been already marked in draft form) – there should be consistency across the year group.

There is no expectation for a weekly EBI in maths, however a weekly WIHL should be completed. This should show what the children have learnt that week.

Work being put on display should not be marked.

Linking marking to the evaluation of the lesson:

- Marking should focus on the learning objective planned for the lesson and the success criteria agreed by teacher and class
- Marking should relate to the children’s different abilities and can link to their personal targets to see how they are progressing and the next-steps they require
- Marking can be related to developing the literacy skills and what may need to be taught/addressed through shared practice in another lesson
- There should be evidence that marking has informed future planning.
 - Does the objective need to be reinforced or broken down into smaller steps – perhaps in a mental starter or plenary?
 - Did all achieve the objective?
 - What areas of learning need to be addressed? And, what will be put in place to help them achieve?
 - Were only specific children struggling to achieve the objective?

Presentation of marking:

- Teacher to mark in red pen
- Handwriting is to follow the Handwriting Guidance (see separate document)
- Comments should be written on lines/straight lines (if no lines)
- There should be space available for the child to respond
- Staff must use grammar and spelling accurately and be a model for the children
- Relevant GPS to be circled consistently by teacher across all subjects and responded to by child (examples at end of policy)

Agreed Symbols for Marking:

- Below shows the marking code to be used consistently across the school.
- The marking code should be clearly displayed in each classroom.
- Overall comments and effort/attainment grades should be placed at the end of the piece of work. However additional comments may be made throughout the piece as appropriate.

Years 1-6

PW	Peer(s) work
GP	Guided Practice
I	Independent Work
H	High level of support or work has been copied/answer provided
M	Moderate level of support

A	I understand <u>all</u> of the learning
B	I understood <u>some</u> of the learning
C	I <u>need to</u> understand the learning

1	I worked my hardest
2	I worked well, but could do better
3	I could do much better

WWW	What Went Well
EBI	Even Better If
HP	Housepoint

Children will respond to EBIs in a green responding pen. EBIs should be constructive, accessible for the child and allow for progress.

Year R

I	Independent work
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a	I understand <u>all</u> of the learning
b	I understood <u>some</u> of the learning
c	I <u>need to</u> understand the learning

1	I worked my hardest
2	I worked well, but could do better
3	I could do much better

Rewards:

- Positive comments made must be specific:
 - Very good (too vague)
 - Excellent adjectives! (more specific)
- For effort and attainment in class the children should be rewarded with housepoints
- All teachers have access to Marvellous Me and this can be used to reward good effort
- Once a week a child should be sent to a maths lead to receive a stamp for an excellent piece of work.
- Children who demonstrate outstanding effort or attainment should be sent to a member or SLT or subject leader to be rewarded with housepoints/sticker
- Achievement Assemblies will also celebrate good work. At the penultimate week of each half-term a certificate is brought into assembly and children are praised

Spelling:

Children can self-mark in green – they are to circle where they need to improve and practice learning how to spell that word

Review and Monitoring

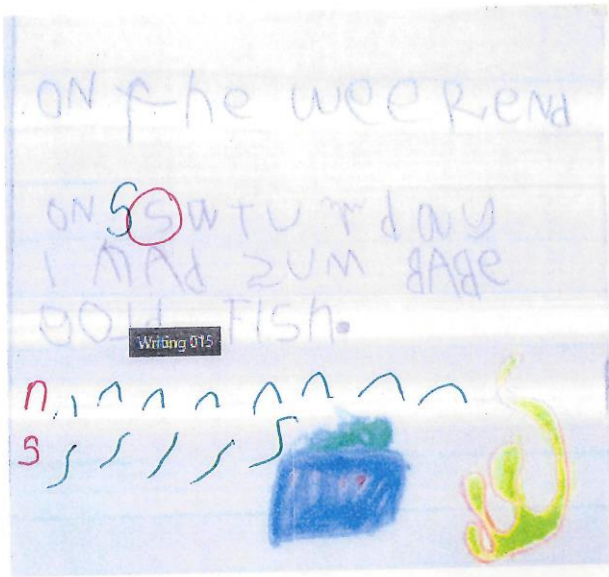
- SLT will monitor the effectiveness and quality of marking, in line with this policy
- This policy will be reviewed bi-annually

On Saturday, I went to my
grandma's house and when my
cousins came I played in the
back yard. I practised my song for
the talent quest. My song was Camp Rock.
I got there by my uncles and aunties car.
*COUSIN COUSIN COUSIN

whipped cream! One day, a girl was
shoe eating whipped cream out
thunder of a teacup, when someone stepped
shout on her shoe, first she trembled, then
tremble she cried. She cried so much she
boat made a lake. So she got into a
glass boat ^{and} she saw a swan swim by
city the boat had a glass table in
swan it. All of a sudden it began to
teacup thunder. The girl shouted "Get
me of this boat. The End

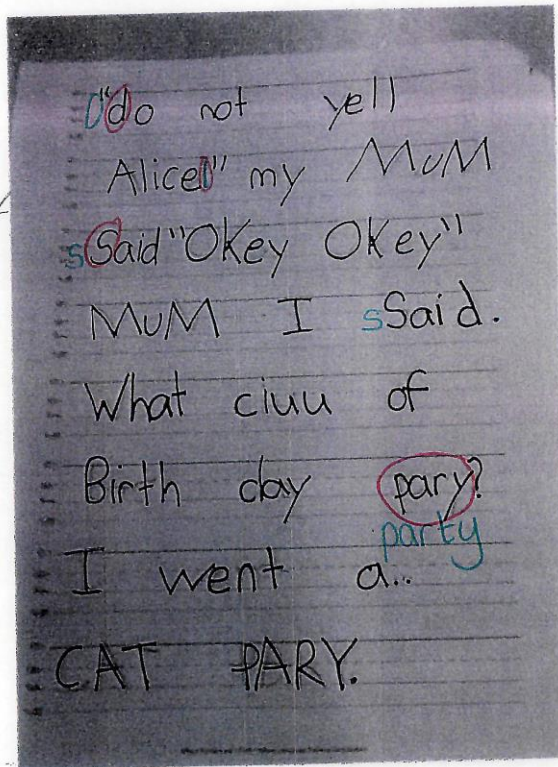
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glass boat and she saw a swan swim by
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swan it. All of a sudden it began to
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me of this boat. The End

Examples of marking GPS and handwriting



Reception - observe + know what to focus on 1:1.
 hst - chn to practise a skill - note other areas for development to be worked on, dependent on ability (Record on IPEs)

hst - work on end of yr expectations in accordance with child's ability (Record areas for development on IPEs)



My life

My life was so miserable. It was not how I ^{thought} my life would be. As I walked around thinking I would get some help but no. I wore ^{riped} clothes and slept on the streets. But one night, I saw an old woman with a really fat bag and I decided to steal it. But she grabbed on like a super strong superhero. Even though it was wrong, I wanted that bag until she said "promise you'll plant that" I said ~~right, right~~ ^{all right} and then she let go. I ran as fast as I could just to see what was inside the bag. I ran into a forest just thinking about all the food and money. Until I opened the bag ^{and} I was surprised: where was all the food and money? ^{However,} I kept her promise and did as she had said. So when the next day, I started to plant and plant and plant. I was happy and so were all the people watching the trees and laughing my city had turned into heaven. It was so beautiful. So I went on and on and on planting more and turned dusty places in lovely beautiful lands. I planted behind factories and behind houses. Until a little thief came and tried to snatch my bag but I gave him a smile and the old bargain. ^{bag with the promise.} The end.

My life

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repeated the old request.