

## **Whiteshill Primary School Teaching and Learning Policy**

**Teaching** is an intervention, which provides opportunities for students to share meaningful experience and, as a consequence of reflection, change behaviours and make informed choices. Teaching structures and directs experience, provides access to relevant information and knowledge, challenges belief and provides systemic tools of thought.

**Learning** is a permanent change of behaviour arising as a consequence of reflection on meaningful experience. Learning allows greater control over one's destiny and an improved capacity to make choices, which benefit oneself and others. Learning challenges and shapes the everyday beliefs, which underpin behaviour.

### **We believe teaching occurs when teachers:**

- focus on beneficial learner outcomes
- plan to meet those outcomes
- scaffold meaningful challenge
- use assessment to match learning to individual or groups of pupils
- utilise a model of learning
- clearly show the children the steps to learning and making progress
- share learning processes
- provide a clear sense of structure and purpose
- actively involve learners
- connect learning to the world beyond the classroom
- build from what is already there

### **Excellent teachers are:**

- organised
- responsible
- learner focused
- informed
- adaptable
- challenging
- professionally informed

### **We believe learning occurs when students:**

- believe in its value
- are actively involved
- can access their learning at their level
- know the steps in learning they need to take to make progress
- are challenged to progress
- are given safe space to rehearse
- can use the appropriate language
- are given opportunity to reflect
- can transfer the new into a variety of different situations

### **Our Learning Environment**

Our learning environment affects more than the behaviours of students. We aspire to enhance the learning experience of all those involved. To this end we consider the learning needs of:

- individual students
- groups and communities of students

- individual adults who support the learning of students
- groups and communities of adults who support the learning of students
- our school and the community which it serves

### **Creating the learning environment**

At Whiteshill Primary School we have agreed what our learning environment will look like. For each area below we will use a range of agreed, accessible and carefully considered strategies. We believe that our learning environment should contain the following elements:

#### **Children are aware of and take control of their own learning**

- We will ensure children have access to different kinds of learning. (VAK)
- We will plan work dependent upon the pupils depth of learning, Apprentice, Independent or Mastery.c
- Work progression will be recorded on working walls in maths and English as appropriate
- Learning Objectives will be shared with children using WAL (We Are Learning .....)
- Success Criteria will be used to show the children the steps in learning to make progress where appropriate.
- Each child will be aware of the next steps that will further their learning
- Children will be encouraged to think positively about learning (Mission Possible)
- Our younger learners will have their learning recorded through our web based programme with parents able to see when information about the child is recorded and also able to add a child's special achievements from home.
- Our children will be confident in using talk partners to develop their thinking and further their learning
- We will support children in their learning through the deployment of Teaching Assistants to provide appropriate intervention when needed.
- Through our curriculum we will reinforce the skills for life that our children need:
  - To speak in sentences
  - To hear what is being said
  - To think for yourself
  - To ask questions and be curious
  - To work well in a team
  - To have stickability, don't give up
  - To be the best you can be.

#### **Emotional well being of our pupils**

- We will start each academic year with a timetabled and structured PSHE week
- We will implement SEAL through the school on a regular basis
- We will respect pupil voice through our school council
- We will consider the layout of furniture in the classroom to maximise the learning potential
- We will allow children to have access to water through the day and encourage them to keep hydrated at all times
- For those children having hot school dinners, they will be able to select their main meal menu choice at the start of each day
- At the start of each day children will be able to share experiences through the use of emotion cards

### **Celebration of children's achievements**

- Each Friday we will hold a Celebration Assembly where achievements from both in and out of school will be celebrated
- We will award weekly Special Five merit marks
- We will celebrate work in the classroom through the awarding of merit marks
- Children will be sent with exceptional work to the Headteacher for a special award and this will be shown in celebration assembly
- Children will be encouraged to present their own work to others through formal presentations, and show good work in assembly
- Classroom displays will record work done and pupil achievements and will support learning

### **Parents involved in their child's learning**

- We will provide a termly newsletter to inform parents of what their child will be studying
- Homework books are used informing parents how to support their children and to follow progress throughout the year
- We will present children with special Merit Mark certificates to record achievement in school
- The parents of EYFS children will be asked to record out of school achievements on WOW vouchers or through uploading information on to our web based system.
- Parents are invited to discuss their child's progress during the year at formal parents evenings
- We will use structured conversations with parents to support pupils and help parents support their child's learning.
- Phonics, Reading and Mathematics information evenings for parents are held annually.
- We hold a meeting for new parents in the summer term whose children are due to start school the following September.

### **Assessment of children's progress**

Assessment is essential to ensure that we maximise the progress that children make in their learning. We recognise three levels of assessment.

- Day-to-day assessment
- Periodic assessment
- Transitional

Each of these aspects of assessment provides a different perspective on what has been achieved and what the next steps should be. Used together they build a rounded and reliable picture of a pupil's progress.

### **Day-to-day assessment**

This includes information that teachers might gain from conversations with pupils about their work, as well as ongoing marking and peer and self-assessment. Day-to-day assessment gives pupils immediate feedback and provides them with relevant next steps. It also enables teachers to adjust their short-term planning in line with their pupils' needs.

At Whiteshill Primary School, day-to-day assessment will contain the following elements:

- Plenaries that give feedback on learning when necessary in the lesson.
- Verbal feedback during a lesson
- Marking of work (see Marking Policy below)
- Response to marking by children
- Sharing of work using a visualiser and white board
- Child generated success criteria
- Peer assessment
- Self assessment

- show me 5/ show me 10

- thumbs up/thumbs down
- hands on head
- Spelling tests and Strategy Spelling Scheme of Work
- Multiplication tables tests/Maths Passports
- Annotated work
- 'What a good one looks like' (WAGOLLS)
- Photographs
- Photocopies of work done on whiteboards
- Reading record books
- Progress made against SEN My Plan and their breakdown stages
- Annotated SEN My Plan
- Annotated teacher plans
- Information gathered by Teaching Assistants

### **Periodic assessment**

This is based on reviewing performance over a period of time and taking into account evidence in a range of forms drawn from day-to-day assessment. It helps the teacher and pupil identify overall progress in a subject or aspect of learning, rather than just assessing learning of the most recently taught topic. It also gives the teacher a clear sense of whether pupils are able to use the knowledge, skills and understanding they have developed in different contexts. Periodic assessment can also inform the teacher's medium and long term planning and can provide the evidence to link pupils' attainment to national standards.

- Progress is updated three times a year in mathematics, reading and writing, in October/Nov, February and May
- Recording of ongoing day-to-day assessments
- Work sampling and moderation
- On-entry baseline assessments
- Progress made against SEN My Plan
- Progress made against SEN My Plan Plus
- Pupil conferencing
- Diagnostic reading assessments
- Tracking of children's progress to target intervention programs
- Reception learning journeys
- Monitoring of intervention programs

### **Transitional assessment**

This is most likely to take place at the end of a year or key stage. It draws on the full range of assessment information, including judgements made by the teacher and any other evidence such as tests. Transitional assessments provide a formal recognition of achievement and valuable baseline information for a pupil's next teacher.

- EYFS End Scores
- Reading assessments
- SEN verbal handover between class teachers
- SEN statement annual review meetings
- Reports to parents, both mid-year and end of year
- Parents evening meetings, up to three times a year
- Structured conversations with parents twice per year
- Pupil tracking grids to show coverage of National Curriculum
- Key Stage 2 SATs in Reading, writing, mathematics and SPAG(spelling, punctuation and grammar)
- Key Stage 1 SATs in Reading, writing, mathematics and SPAG

- Y1 phonics test
- Internal tests for Years 3, 4 and 5 in reading, writing and mathematics
- Verbal teacher assessment – professional conversations
- On line Learning journeys (EYFS only)
- Pupil transition records from Early Years settings
- Transition records for secondary transfer

### **Marking at Whiteshill Primary School**

The following has been agreed by the whole teaching staff and is implemented throughout the school:

- All work will be marked against the Learning planned in each lesson
- We will use tickled pink where children have achieved their learning targets. A pink highlighter will show where the objective is met.
- Green for growth will be used to highlight work that needs improving. The next steps in learning will also be written in green.
- Children must be given time to respond to the marking and will respond using a green pen.
- The child can be encouraged to mark their own work using tickled pink and green for growth and the teacher then agrees with the child's own comments
- At EYFS and KS1 marking will be a mix of verbal comment indicated in books showing visible progress after, and tickled pink and green for growth
- In mathematics work will be marked with a tick if correct or a dot if not.
- In all curriculum areas work can be annotated by the child with a 😊 or a 😞 depending on whether they felt they understood the task, upper KS2 pupils will also add explanation.
- Where merit marks are awarded in any subject, it will be shown as '1MM' and be circled.
- Learning Objectives are to be displayed where applicable at the start of the lesson, KS2 can write these in their books, (teachers/TAs are to write WAL into SEN children's books), we will use WALT (We Are Learning To...) or WALA (What Are we Learning About).
- Children need to be made aware through success criteria and marking what the next steps in learning should be to enable them to make progress.
- TAs will mark showing a circled 'I' for independent work and circled TA where assistance was given.
- We will indicate on pupils books whether they are working at A = Apprentice level, I = Independent level or M = Mastery level.

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