

**Dry Sandford Primary School**

 **Learning & Teaching Policy Update March 2023**

**INTENT**

Our intent is to enable our children to develop the strength and capacity of their minds and bodies to grow and develop so they can use resilience, reciprocity, resourcefulness and reflection to overcome difficulties and challenges. In this way, we aim for our children to make the most of their abilities and opportunities. Our school community strives to encourage all children to participate, succeed and be proud of their achievements.

We actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain.

**Introduction**

At Dry Sandford Primary School we believe that good quality first teaching means effective learning socially, emotionally and academically; this is what we should be striving for in every aspect of our children’s time at school. We continually go all out to raise standards through continued self-evaluation and sustained improvement through our School Improvement Planning.

Our Learning and Teaching Policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. It sets out clear expectations, provides a standard uniform approach, can be easily monitored and ensures equal opportunity for all our pupils.

**Aims and Objectives**

We expect every teacher to deliver good or outstanding lessons - no child deserves less. By adopting a whole school approach to teaching and learning across the school we aim:

* to enable children to develop effective learning skills (respect, resilience, reciprocity, resourcefulness and reflectiveness) so that they are enquiring and independent learners;
* to provide consistency of teaching and learning across our school;
* to enable teachers to teach as effectively as possible through support and CPD
* to enable children to learn as **efficiently** as possible;
* to build in all of the school’s stakeholders (Governors, parents, children, community) a vision of ‘growth mindset’ for the development of lifelong learning;
* to provide an inclusive education for all;
* to learn from each other through the adoption of a collaborative, enquiry- based approach to learning and teaching, where good practice is shared;
* to support children in receipt of Pupil Premium Funding through the Abingdon Partnership’s ‘Aspire’ programme focusing on ambition, support, pride, interaction, relationships, engagement.

**IMPLEMENTATION**

At our school, we provide both high quality teaching and a rich and varied curriculum within a varied and exciting learning environment. This allows children to develop their skills and abilities and to achieve their full potential. They practise being part of a community to prepare them for this role as they move into the next stage of their life.

The children are also supported :

* to have good self-esteem and have the good mental health- enabling them to build positive relationships with other people;
* to appreciate the diversity of people they learn with. To enjoy the gifts, talents and success of peers, but also understand that others may experience difficulties where they don’t- and support them as part of the school’s team, whatever this difficulty might be;
* to develop both the children’s self-respect and ability to respect the ideas, attitudes, values and feelings of others;
* to show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
* to enable children to understand their community and help them feel valued as part of this community;
* to grow into independent and positive citizens.

**Effective learning**

We recognise that children learn in many different ways, and when planning our lessons we ensure wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in:

1. Knowing you have succeeded
2. Feeling you can do more
3. Explaining what you have learned
4. Applying, analysing, evaluating and creating in a range of situations
5. Teaching it to someone else
6. Feeling good about yourself

We encourage 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.

Philosophy is an important element of our curriculum and we consistently encourage children to reflect upon the guiding principles of leading good lives.

**Effective teaching**

We do all we can to support our staff in the further development of their skills through support so that they can continually improve their practice. Learning is evaluated by the head teacher and other leaders who regularly undertake learning walks, lesson observations, evaluations of planning and children’s books, conversations with children. Twice a year this information is drawn together for each teacher to provide a profile; the purpose of this is a supportive document for teachers to evaluate their own practice. Targets are met through continuing professional development (CPD) including through courses and sharing of good practice.

It is every teacher’s responsibility to develop and improve the basic skills of each child. Effective learning only comes about from effective teaching. As it is the expectation of the school and the Governing Body that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. For effective teaching to take place, there are a number of ‘ingredients’ that we feel are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these listed below:

* A well prepared plan based on knowledge of the learners in the group;
* A hook at the beginning of a lesson to fully engage pupils;
* A clear link to previous and future learning;
* A clear Learning Intention which is both shared with the children and referred to throughout the lesson;
* Steps to Success developed with the children;
* Appropriate **challenge** for all children so that mastery is the goal;
* Scaffolding to enable all pupils to access learning and foster the involvement of all children;
* Well-chosen selection of activities allowing children opportunity to **practise** and self-assess so that they access at their own level of challenge;
* Teacher **explanation** and **modelling**;
* High quality **questioning**- Learning challenge questions;
* Positive Interactions between teacher and pupil, pupil and pupil and evidence of cooperative learning;
* Pace;
* A review of the learning at the end of the lesson;
* Regular **feedback** during the lesson to enhance learning;
* The use of ICT;
* AfL present in all aspects of the lesson;
* Enthusiastic delivery;
* Elements of VAK;
* Consistent classroom management ;
* Effective use of additional adults;
* Learning environment used to extend the curriculum;
* Active learning including learning outside.

We have high expectations of all children, and we aim for their learning at this school to be of the highest possible standard. We base our support for children’s learning following assessment of their previous level of attainment and we support their learning accordingly to ensure every child meets the challenge given. Grouping is fluid to ensure there is always growth mindset and children do not attribute themselves to any particular level in the class. When planning work for children on our SEN register and those with additional educational needs, we give due regard to information contained in their personal profiles.

Challenging targets for reading, writing and maths for the academic year are shared in children’s books with both children and their parents. We review the progress of each child termly and Pupil Progress Meetings are used to discuss with the head teacher, the progress of individuals and the whole class.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy our highly skilled Teaching Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. This is often within the classroom situation but provision mapping by teachers under the guidance of the SENCo means that children may be withdrawn for certain reinforcement work. ELSAs and TAs who support emotional needs of the children are an important part of this provision mapping.

**The Learning Environment**

The surroundings in which children learn can greatly influence their academic performance at school. Because we know that the environment is an extension of the curriculum, we ensure that the school provides an inspiration for the people inside it. Classrooms are well cared for and the learning environment is designed so that pupils feel that what they achieve and how they themselves are perceived is important. Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of.

* All areas are kept tidy and organised- free from clutter with resources clearly labelled and stored appropriately.
* Surfaces are used as extensions of the curriculum .
* Displays are on display boards and walls kept free from sellotape.
* Displays are interactive, stimulating and interesting, with working walls designated for the talk for writing and storytelling element of the curriculum, and also for maths. These are used as a learning resource.
* Displays are language rich.
* Children take on responsibility for ensuring their classroom is a pleasant and safe place to learn.
* Children know how to access resources and respect the environment.
* Pupils are taught to respect equipment and resources.
* Where regulation is a challenge for children, nurturing spaces provide opportunities to support the children’s development.

***Book areas***

We have a wonderful range of books at the school which are chosen by adults and children to provide purpose and further enjoyment of reading. Book areas can be found all over the school in the classrooms, corridors and other rooms such as the Story Room. The areas are designed to invite children to read and enjoy books. Children are expected to take care of books and on rare occasions, when books are not returned, children are not permitted to take further books home

**Establishing expectations through restorative practices**

***Achievement awards***

There are many different ways that children achieve and these are all rewarded. We ensure that every child has opportunity for these rewards. Recognising the importance of celebrating achievement, effort and progress, we ensure that the children receive:

* verbal or written praise by teachers, peers, Head teacher and parents;
* opportunities to perform or share through displays;
* stickers and positive notes;

The children also participate in weekly Achievement Assemblies where children may present work and receive certificates. These include sporting awards, ‘Learner of the Week’ certificates and ‘Headteacher Awards’

***The Restorative Process***

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with respect. We treat them fairly and give them equal opportunity to take part in class activities. We agree with children the class code of conduct and expect our pupils to comply with these rules that we jointly devise. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school life and learning in general.

To help to create an effective environment for learning, all our members of staff follow the school policy with regard to restorative practices to guide relationships and behaviour (See School Behaviour for Learning Policy). This involves working WITH the children.

* All incidents that occur are now dealt with a restorative approach – using restorative conversations, where necessary, with pupils, parents and staff. Each child involved has opportunity to give their view on what happened, and what they were thinking and feeling at each stage. They then reflect upon who has been affected and together children decide what will be needed to help everyone to feel better and prevent anything like this happening again. As part of this process, there may be consequences agreed by those involved but these are also restorative-putting things back to how they were before the incident occurred.
* We have a system of behaviour for learning assessments to be used across all the year groups e.g. Strengths and Difficulties questionnaire, Boxhall Assessment etc
* All pupils with a Pupil Profile now have a ‘behaviour for learning’ target to work towards
* Pupils across the school have talk partners in class – which are changed frequently – children work with different peers often of varying abilities – this aids the development of peer support
* If it is considered necessary, an ELSA will work with specific groups of children to support them with friendship. They work towards understanding each other’s feelings/empathising with each other. Similarly work is done in the Nurture Room.
* We also run specific restorative work with focus individuals throughout the school using programmes such as water and sand play, lego therapy, ‘Drawing and Talking’ Therapy and Talkabout for Children.

**The Role of Governors**

Our Governors determine, support, and review the school policy on Learning and teaching.

In particular they:

* support the use of appropriate teaching strategies by allocating resources effectively;
* ensure that the school buildings and premises are best used to support successful teaching and learning;
* monitor teaching strategies in the light of Health and Safety regulations;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment;

• ensure that Staff Development and Performance Management policies promote good quality teaching;

* monitor the effectiveness of the school’s teaching and learning policies by receiving reports from subject leaders and the Headteacher’s report to Governors as well as a review of the in-service training sessions attended by our staff.

**The Role of Parents**

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

* holding parents’ information evenings to explain our school strategies
* holding parent –teacher consultation evenings to discuss children’s specific needs;
* where children on our SEN register, holding additional meetings to address specific learning difficulties;
* sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
* sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
* explaining to parents how they can support their children with homework.
* keeping our website up-to-date with information parents need and using it to celebrate the ‘Latest News’ and ‘Latest Excitement’ photographs which are taken regularly at school.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

* ensure that their child has the best attendance record possible;
* ensure that their child is equipped for school with the correct uniform and PE kit;
* 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 at school;
* promote a positive attitude towards school and learning in general;
* fulfil the requirements set out in the Home/School agreement.
* park carefully and safely when bringing children to school or picking up children from school.

**OUR CURRICULUM**

Our curriculum is broad and balanced and was praised by Ofsted in 2017 because for its quality and the additional elements which enhance it.

We use a variety of visits and visitors to enhance our curriculum. We are also lucky that the Cothill Trust sponsors our curriculum by providing additional expertise for music. We are also able to provide a wonderful School Council research group through their sponsorship and through this the children research their local community, as well as global and social elements of the wider community**.**

* On 11 September 2013 the Secretary of State for Education published the new national curriculum framework following a series of public consultations. You can see the new framework on the Department for Education website.
[**Click here for a link to the DfE website**](http://www.education.gov.uk/)
* Our school curriculum is planned to meet the statutory requirements of the National Curriculum. You can use links to the National Curriculum documents for 2014 onwards.
* The aim, over a year and from year to year, is to give each child a balanced and broad curriculum in relation to all subjects. Dry Sandford Primary School offers a creative, cross-curricular curriculum which links all of the children’s learning together. The curriculum was updated from September 2018 to link in the books used for our ‘story-telling’.
* We make the curriculum as exciting as possible with special days and events; this includes outdoor learning/ Forest Schools/ performances/ Philosophy for Children/School Council opportunities/ Crafternoon/ themed days and weeks/ charity days/ competitions/ Church Services/ Provision from Cothill School (singing). Visits and visitors are particularly important to inspire the children. These are chosen carefully by the teachers to enhance everything that we are already doing.
* Children are taught in classes according to their needs, within the framework of the National Curriculum for twenty-five hours per week, excluding morning and lunch time breaks. 1:1 and small group interventions are used to support children with specific needs.
* A variety of teaching styles are used in school, based on good practice. We are always seeking to innovate where appropriate, to maintain high standards and provide the best in primary school practice.
* We recognise that teaching staff must constantly reflect upon whether their teaching methods match the needs of the children and the changes in economic, social and cultural climate.

All parents receive a "Curriculum Letter" every term which is also published on the Class Pages of our website. These provide much greater detail about what the children will specially learn through the year.

Since the introduction of the new curriculum Dry Sandford School has responded by raising standards through a variety of different pedagogical techniques which have been proven through research and through our children’s proven progress to have high impact on learning.

These include:

1. Rebuilding the curriculum based on the new National Curriculum and linking the subjects into topics.
2. Storytelling and Talk for Writing linked to the whole curriculum topic work.
3. Maths mastery-learning maths through concrete, written and mental methods. Developing mastery by providing the children with a whole range of problem solving activities.
4. Greater depth learning- giving opportunities for all children in all subjects with a greater focus on questioning using Bloom’s taxonomy and Philosophy for children.
5. A focus on the skills specifically needed for Science and Humanities.

***EARLY YEARS AND YEAR 1***

The early years foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

**Areas of learning**

Children do some of their learning through short, focused class sessions and small group/1:1 learning. However, at the beginning of their time in Early Years, your child will mostly be taught through games and play. This ‘continuous provision’ is carefully designed to build upon the interests and current stage of learning for every child and you will find spaces both indoors and outdoors which promote every area of learning. Often the planning is ‘in the moment’. With a good knowledge of every child, the adults are able to respond to their interests instantly so that children or constantly excited by their learning.

A very important part of their learning time will be spent outdoors and ‘Forest School’ time throughout the year teaches the children to interact positively with each other, develop creativity and problem-solving skills. They bring what they have learned back into the classroom and continue their learning.

The areas of learning are:

* communication and language
* physical development
* personal, social and emotional development
* literacy
* mathematics
* understanding the world
* expressive arts and design

As children progress into year 1, children gradually spend more time in children and teacher- initiated learning in small groups; they develop a wide range of independent skills using the resources in their well-designed classrooms. By the end of year 1, children may learn subjects all together with the ability to work alongside teachers and adults, other children or use their environment to complete entirely independent work.

By the end of year 1, children have developed skills in National Curriculum subjects enabling them to story tell, read and write effectively and complete a wide range of mathematical tasks.

***CURRICULUM FROM YEAR 1 upwards***

***LEARNING IN ALL SUBJECTS:***

Children learn in a variety of environments indoors and outdoors, supported by their teachers and highly qualified teaching assistants. The teacher will teach the main session of learning (this should be short and succinct), presenting the new ideas so that every child has the overview of the lesson. Children then move onto independent work. Some children do examples of work at the ‘Expected’ level for their age, completing the learning which directly follows on from what they have been taught. All children will need to have their learning scaffolded so that they have all the necessary skills to meet the challenge they have been set. Teachers also provide ‘Greater Depth’ material for children who are attaining confidently and consistently at the expected challenge. This may be at the beginning of the independent learning time, or later on in the lesson. The additional work requires a greater degree of application using a range of resources including NRICH activities and problem solving applications from different resource banks. Children are asked to apply, analyse, synthesise or evaluate ideas. Some children are supported with ‘greater depth’ materials by teachers and by TAs and may often be doing different work to the rest of the class. The way that this works is by directed questioning to challenge each child. ALL children are involved in ‘Philosophy for Children’ so that they understand the reasons why they are learning and how they might apply their learning productively, now and later in life.

***CORE SUBJECTS- ENGLISH, MATHS AND SCIENCE***

***ENGLISH*** ***Subject Lead: Mrs Friday.***

***Speaking and Listening***

* In English we actively promote high quality **speaking and listening** and all children are encouraged to become good speakers and listeners through the use of ‘Storytelling’ and ‘Talk for Writing’. Children learn to retell stories from their first beginnings in school, starting with simple, often well-known stories and moving onto complex stories by the time they are in year 6. They also talk through a whole variety of non-fiction texts. Class books, which link to the rest of the creative curriculum are used by the whole class to develop skills in all aspects of English work.
* Through a variety of strategies in children are given opportunities to develop self-confidence and fluency when speaking to a variety of audiences. They are taught to listen to the opinions and experiences of others.

***Reading***

* The class book is almost always linked to the topic being covered.
* Children learn to **read** using a phonetic programme. Our reading scheme contains book boxes from 1-100 containing a full range of books designed to support children in developing and practising reading skills (phonics and decoding , fluency, vocabulary, sentence construction, reasoning and background, knowledge, working memory and attention).
* In Early Years and KS1, the children have a guided reading session each week using books which are suited to the small group of children reading together.
* From Year 3 on, most children have a good knowledge of how to decode and now the class book is used for guided reading. In the session, children read a section to themselves as allocated by the teacher, while the teacher moves around the class listening to sections being read by the children. Some children may have pre-read the text with an adult for extra support. Other children may read the text quickly and there will be an allocated ‘Greater Depth’ task for these children to complete. There is allocated time for class discussion of the book.
* Children are given tasks which relate to their reading which they record in their reading journals. These tasks may be straight forward remembering and understanding tasks but they are also asked to use inference in tasks. They also may be given greater depth tasks which require them to be philosophical, and require them to apply, analyse, evaluate and create.
* Each classroom has Golden Books, a range of ‘real reading’ books including classic fiction, prize-winning modern authors as well as non-fiction. All of these are suited the children who are in that class.
* There is a well-stocked library containing non-fiction books suited to the range of reading abilities in the school.
* Children take home suitable books from the scheme and other books in the school. They are strongly encouraged read at least 4-5 times a week at home, and to record their reading both from the reading scheme, Golden Books and books which they read at home in their Reading Record Books.
* Teaching a child to read is a partnership shared between home and school. A great emphasis is placed upon reading and the enjoyment children gain from books. Through shared and guided reading children are given a rich experience of a wide range of challenging texts. We aim for each child to be an independent, enthusiastic and reflective reader.

***Writing***

* Through imitation, innovation and invention children unite the important skills of reading and writing from these starting points to develop the ability to **write** effectively in a whole range of genres.
* Writing experiences build from books which link to the curriculum. Children will have at least 24 writing experiences each year (4 per term of which 2 are reinforcement writing experiences)
* Writing is a skill used across all areas of the curriculum and you may find examples of good quality writing across all subjects in all year groups.
* Presentation is very important, and each child is encouraged to develop a legible and neat style of handwriting as they mature. When children are ready, which is usually in year 2, they are taught to write in a joined style.
* Expectations in spelling are high and we have developed a system called ‘Circle of Spelling’ which focuses on the National Curriculum words allocated for each year group, words used across topics and the children’s own selection of words which they find and choose to enhance creativity. Children keep the words in their own personalised circle until they are well known. In class the children will be given regular opportunities to learn the spellings and use them in context. Sometimes they might forget a spelling, which is perfectly normal and, when this is the case, they return the spelling to their circle and relearn it. Spellings that children have learnt this year through Circle of are checked (so they haven’t forgotten them) from time to time.
* Grammar, punctuation, spelling and handwriting may be taught separately at an allocated time but are always relevant to the genre of writing which is being taught at that particular time. Teachers look for exciting ways to do this and it is often linked in with the learning around their ‘class reading book’ so that children can easily see that it is not an add-on but an integral part to their learning in English.
* Whereas the use of standard English is a National curriculum requirement, this does not constrain teachers from developing children’s creativity but provides the structure in which children need to work.
* The National curriculum programmes of study provide Year by year programme of study to be followed for year 1 and 2, and ‘joint’ 2-year programmes for year 3 and 4 and separately for year 5 and 6.
* English homework mostly focuses on children practising their story-telling, reading and practising their spellings. This should take up a small amount of time, 4-5 times a week.

***MATHEMATICS Subject Lead: Miss Stirling***

Our maths curriculum provides breadth and balance and is relevant and engaging, related to true life expectations. We use a range of schemes but our medium term plans are based upon White Rose materials and assessments which are then altered in order to suit and benefit the needs of all the children.

Our intent is for children to:

* Become fluent in the fundamentals of maths
* Reason mathematically
* Solve problems

We provide a structured daily mathematics lesson for pupils of primary age. Staff use a range of teaching strategies incorporatting a concrete-pictorial-abstract approach including whole class and guided groups with oral and mental work/ calculation strategy featuring strongly in each lesson. Children’s learn with teachers and TAs providing additional scaffolding to reach expectation. The mathematics curriculum (National Curriculum includes number work (number and place value, addition and subtraction, multiplication and division, fractions, ratio, decimals and percentages, algebra), measurement, geometry (properties of shapes, position and direction), statistics (tables and graphs, averages).

Children are actively taught and need to know by heart important knowledge such as number bonds, vocabulary and multiplication tables which are used and applied in numeracy lessons. We strongly encourage children to use our wonderful Doodle Maths app to practise these facts and reinforce the class learning.

TAs are highly trained and able to work collaboratively with the teacher to move children on with their learning under the guidance of the teacher.

In the year 1 and reception classes, the children are often taught in small groups and are stretched to greater depth through input from the teacher and the TAs.

In addition to the work done at school, children are provided with maths homework most weeks from their class teacher through the Doodle Maths app. Parents are encouraged to firstly ensure their child is confident in the expected activities provided through the teacher and then move onto the Greater Depth if they feel their child is ready to do so. Doodle Maths assesses the children as they work on it, and provides a suitable level of achievement to suit the individual child.

Children should spend half an hour working on this homework but many children use Doodle Maths every day to move their mathematical knowledge on.

Maths learning is tracked through each year using formative assessment, and children interact with target sheets which are kept at the back of the children’s books

***SCIENCE Subject Lead: Mrs Moorhouse***

Science is often (although not always) linked strongly to the rest of the curriculum. For example in year 1 much of the science curriculum is taught through ‘Forest Schools’ where the children can be ‘hands- on’ with their learning. In KS2 the science work on rocks is linked into the topic about the Stone Ages.

Our science learning is rigorous and focuses on the key areas of ‘conceptual understanding’, ‘processes and methods’ and ‘uses and applications’.

The ‘Working Scientifically’ skills are built across year 1/2, year 3/4 and year 5/6.

The following scientific foci are set out as statutory learning through the National Curriculum.

Scientific foci

Year 1: Plants, Animals including Humans, Everyday Materials, Seasonal Changes

Year 2: Living things and their Habitats, Plants, Animals including Humans, Uses of Everyday Materials

Year 3/4 : Plants, Animals including Humans, Rocks, Light, Forces and Magnets, Living Things and their Habitats, States of matter, Sound, Electricity.

Year 5/6: , Living Things and their Habitats, Animals including Humans, Properties and Changes of Materials, Earth and Space, Forces, Evolution and Inheritance, Light, Electricity.

Although there seems to be repetition in the science curriculum, we ensure there is no repetition and that the children build upon their learning from year to year. For example in the ‘Animals including Humans’ element of the science, year 3/4 children will learn about the digestive system including teeth, but by year 5/6 the children will learn about the life-cycle changes in a variety of living things as well as finding out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

***MARKING AND FEEDBACK FOR CORE SUBJECTS***

We have a consistent feedback policy which is effective in providing children with feedback for their learning.

1. The children write the learning intention at top of every piece of work as a question.

If the context is also important to the learning then this is also written.

Most of the feedback given is directly related to the learning intention, although there may be feedback secretarial elements in order to move these forward.

EXAMPLES OF LEARNING INTENTIONS

LI: Can I add numbers using mental strategies?

LI: Can I use simile for effect?

 Figurative Poetry- The Moon

**If the writing of learning intentions is going to take too long, then the teacher/TA may write it out themselves or photocopy and stick into child’s work.**

1. Verbal Feedback

Teachers and TAs try to do a lot of feedback actually in the session. This is proven to be a far more effective and clear way of explaining than ‘distance marking’ and also saves time. If an adult has had a discussion with a child then ‘v’ is written (Verbal Feedback) and a one/two word guide to what was said- ie v- improve adjectives.

Teachers may feedback to the whole of the class (generally KS2 children) and, if this is the case, then children will mark their own work using a coloured pen. Children learn a lot from correcting and improving their own work.

1. Distance Marking.

The teacher check the work after the lesson showing where objective has been fully or partly achieved and next steps. Distance marking is used where there will be high impact which justifies the time teachers spend on the marking- thereby allowing them time to plan for the next steps.

* Where the objective has been achieved, ticks are used actually on the writing. When the work is complete, teachers use parts of a triangle to show if they feel the child has fully understood (∆), partly understood (∕, )or just had experience of the work (∕ ).

An arrow is used to provide next steps in the learning.

Marking is in green for this. A colour can then be used to correct secretarial elements such as spelling, comments about presentation etc.

The teacher then divides the class into groups according to their next set of learning needs and the children are appropriately supported towards these next steps through adult guidance and/ or practice of the learning.

1. Feedback is given for all maths and English lessons daily- either verbally during the lesson, as part of the follow-up lesson or as distance marking.
2. Children’s AFL: When appropriate and useful, children draw a small smiley face when a piece of work is complete to show if they fully understood (smile), partly understood (straight face) or didn’t really understand (sad face). This system is introduced when the teachers feel the children are ready but certainly should be in place by Year 2. The pens can also be used by children to make their own improvements.
3. For each long piece of writing, and at least twice a week in maths, a moving on comment is given (often during the lesson) which closes the gap to the learning intention, or gives specific improvement suggestions. The best practice is to use:
4. Scaffolded prompt-writing

Write more sentences to describe the princess. What is her name? What makes her beautiful? How old is she? Any more ideas

Finish this: Her name was ………………….and she was beautiful because she had……………………….

*The second example is better for less independent children.*

1. Scaffolded prompt- maths

 Now try another example but use all odd numbers instead.

 Here is another example for you to complete.

1. Example prompt- writing

 Choose one of these for your own

* The princess was eight years old with long, red hair, green eyes and a smile which made young princes faint.
* Her name was Annabelle. She had long, blonde hair and deep, blue eyes but her nose was always stuck in the air.
1. Example prompt- maths

Remember that you need to add on the ten which you have carried like this (sum written out). Now try these two sums to show me that you have remembered.

Teachers acknowledge- either verbally or in writing – any lengthy improvements that the children make.

***ASSESSMENT***

*There are assessment sheets to be found in reading, writing and maths books. The targets on these sheets were put together by an Abingdon Partnership group and are the assessment areas from the National Curriculum for these subjects. Lessons focus upon these targets and children are encouraged to reflect upon them regularly. Teachers assess against the targets regularly – at least each half term.*

*Teachers meet with the head teacher each term to discuss the targets that the children are meeting and discuss any concerns. It may be that an intervention- additional support- is put in place to support the child if they are finding particular areas difficult.*

*NB In the Summer Term the year 2 and year 6 teachers exchange these sheets for the assessment sheets necessary for statutory teacher assessments*

***FOUNDATION SUBJECTS***

As with Science, the none-core subjects are often (although not always) linked strongly together within the topic being taught.

***Computing Subject Lead: Miss Chandler***

We equip children to use computational thinking and creativity to understand and consider what their contribution might be to the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

 We have a bus of laptops and a bus of IPADs as well as a range of other technical devices. Sometimes these are used for whole class work but more often they are used as an integral part of our learning within our creative curriculum.

The national curriculum for computing aims to ensure that all pupils:

* + can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
	+ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
	+ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
	+ are responsible, competent, confident and creative users of information and communication technology.

***Art and Design Subject Lead: Miss Chandler. This was a focus area for year 2018-9***

We aim to engage, inspire and challenge pupils through art, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, we encourage them to think critically and develop a more rigorous understanding of art and design. They give opportunity for them to learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

During art and design lessons, children produce creative work, exploring their ideas and recording their experiences. They become proficient in drawing, painting, sculpture and other art, craft and design techniques. They evaluate and analyse creative works using the language of art, craft and design. They learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Our KS2 children have the wonderful opportunity to be taught at Cothill’s purpose built pottery centre by an expert in this field.

The national curriculum for art and design aims to ensure that all pupils:

* + produce creative work, exploring their ideas and recording their experiences
	+ become proficient in drawing, painting, sculpture and other art, craft and design techniques
	+ evaluate and analyse creative works using the language of art, craft and design
	+ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

***Design and Technology Subject lead: Miss Chandler***

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

* + develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
	+ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
	+ critique, evaluate and test their ideas and products and the work of others
	+ understand and apply the principles of nutrition and learn how to cook.

***Geography Subject Lead: Miss Goodgame***

We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

* + develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
	+ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
	+ are competent in the geographical skills needed to:
	+ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
	+ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

***History Subject Lead: Miss Goodgame***

Our high-quality history education helps children gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We inspire pupils’ curiosity to know more about the past. Teaching equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We ensure progression in knowledge through focus on particular themes.

 The national curriculum for history aims to ensure that all pupils:

* + know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
	+ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
	+ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
	+ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, create their own structured accounts, including written narratives and analyses
	+ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
	+ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

***Music Subject Lead: Mrs Moorhouse***

We believe that Music is a universal language that embodies one of the highest forms of creativity. Our children are thoroughly engaged and inspired by music with a love of music. Their talent as musicians grows from the very start of their school life as their self-confidence, creativity and sense of achievement grows. Listening to all music is an every day experience covering a range from very early renaissance music up to very modern music. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

We have a number of specialist music teachers who offer expertise throughout the school including an early years expert and a choral expert from Cothill School who teaches KS2 and prepares them for a variety of performances. Children also have opportunity to learn to play a variety of pitched and unpitched instruments, learning to compose and to play. Rhythm is a central part of children’s musical understanding and experience; children play many rhythm games and work towards reading the rhythm patterns in music.

The national curriculum for music aims to ensure that all pupils:

* + perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
	+ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
	+ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

***Physical Education Subject Lead: Miss Stirling Co-ordinator Emma Bernasconi***

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Our children take part in 2 hours of PE each week which includes swimming, gymnastics, dance as well as competitive games and activities. The children undertake at least 10-15 mins of physical activity every day.

 The national curriculum for physical education aims to ensure that all pupils:

* + develop competence to excel in a broad range of physical activities
	+ are physically active for sustained periods of time
	+ engage in competitive sports and activities
	+ lead healthy, active lives.

***Modern Foreign Languages (KS2 only) Mrs Moorhouse***

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

We are very fortunate to have a French teacher from Cothill School who teaches the upper key stage 2 children. Children in lower Key Stage 2 learn elements of different languages in order to give them a variety of understanding.

The national curriculum for languages aims to ensure that all pupils:

* + understand and respond to spoken and written language from a variety of authentic sources
	+ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
	+ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
	+ discover and develop an appreciation of a range of writing in the language studied.

***MARKING AND FEEDBACK FOR FOUNDATION SUBJECTS***

Similar marking procedures are used for non-core subjects but, whilst all work is fed back upon to the children, moving on comments are made once or twice each half term.

|  |
| --- |
| ***BOOKS AND THEIR PURPOSES*** |
| Subject | Description | What should be in it? |
| Literacy- WRITING | There will be an orange lined writing book for **every child** in the school. | * Extended writing goes in this book although some cross curricular writing can also be found in other books.
* There are at least 5 pieces of writing each term. This writing is of a range of genres with least one narrative per term.
* Each term the 5+ pieces of writing are assessed against the assessment sheet and from this highlight targets for the next term.
* A marking ladder is used for each piece of writing so children can check they have what is required for the genre they are writing. Teachers mark this too.
 |
| Literacy skills- Grammar, spelling and handwriting | Little, lined books | * All grammar/ spelling/ handwriting work is put in this book. There is an entry nearly every day- if only short- to summarise the learning.
 |
| Reading Journal | Yellow lined bookKS2 narrow linesKs1 wider lines. | * Reading activities are recorded in these books
 |
| Circle of Spelling  | Plastic wallet with circles in place | * This book is intended to personalise learning of spelling and extension of vocabulary.
 |
| Reading and spelling diary |  | * Reading diary- the school’s expectation is for children to read daily. At the back of the reading diary should be words added to spelling circle each week.
 |
| *Handwriting book* |  | * *This will only be for certain children- the expectation would be that children should be able to move to using ‘grammar’ book for handwriting early in year 2.*
 |
| Science Book | Red lined bookKS2 narrow linesKs1 wider lines. | * Science work in here. If unlined pages- eg for drawings/ diagrams- need to be stuck in or any prepared sheets, then these are trimmed and stuck neatly in the book- science writing (genre specific) may be in here or in writing books.
 |
| Humanities | Green lined bookKS2 narrow linesKs1 wider lines. | * Geography and history work in here. If unlined pages- eg for drawings/ diagrams- need to be stuck in or any prepared sheets, then these are trimmed and stuck neatly in the book. Humanities writing (genre specific) may be in here or in writing books.
 |
| RE/ PHSCE | Blue lined bookKS2 narrow linesKs1 wider lines | * RE and PHSCE work in here. If unlined pages- eg for drawings/ diagrams- need to be stuck in or any prepared sheets, then these are trimmed and stuck neatly in the book. RE/PHSCE writing (genre specific) may be in here or in writing books.
 |
| Sketch books | Unlined books | * All children have a sketch book which is passed on through the school. Children’s drawing is recorded in here.
 |
| Maths assessment book | Yellow- to follow on. | * Stick in maths objectives: Two weeks after teaching of a subject- assessment of this area (key objectives only)
 |
| Early Years books | Yellow ½ and ½  | * All subjects in this book.
 |

**Monitoring and Review**

We are aware of the need to review the School’s Teaching and Learning policy annually so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

DATE OF APPROVAL: OCTOBER 2021 HEADTEACHER: Lisa Moorhouse

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