Teaching and Learning Policy

STATUS:	DATE AGREED:	REVIEW DATE:
Policy: Statutory/Recommended/Additional	MARCH 2021	MARCH 2023
WRITTEN BY:	**GB SIGNATURE:**	
Katie Pritchard		

CONSULTATION:

Teachers, support staff (HLTAs, TAs, 1:1 support), leadership team and governors.

PURPOSE AND AIMS:

Spurcroft Primary School and Nursery is committed to preparing children for their future. We focus on high standards of teaching, an engaging and wide ranging curriculum and developing a thriving relationship with the community. At Spurcroft, we are building the skills and teaching the values that young people will need to take them forward. We are dedicated to developing children to be ready for their future, in collaboration with families and the community.

All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. This policy should be read in conjunction with our subject policies.

MARKING/ ASSESSMENT

Marking at Spurcroft has two purposes. One, to progress children's learning in the lesson. Two, to inform future planning and teaching.

- Teachers must have a **secure understanding** of the starting points, progress and context of all children.
- Marking and feedback must be regular, either verbally or written. Marking is best done through **verbal feedback in the moment.** Using a pink highlighter to show where a child has met the success criteria/their target and green for improvements.
- The **marking code must be used** when giving verbal or written feedback (see Appendix 1).

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5 e.g. multiplication tables check. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained. Suitable tasks for assessment include:

- group discussions;
- pupil peer review;
- short tests in which pupils write answers;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

PLANNING

Planning is a process with the purpose to enable high quality delivery which meets the needs of all students.

- Be **clear** and **precise** about the knowledge/skills you want children to **learn**, not what you want them to do.
- Planning should explicitly build on and explicitly link to **previous learning experiences.**
- Consider the use of **appropriate resources** for the lesson
- Planning needs to reflect the progression of skills for that subject (found on Top Level Views).
- **Differentiation** should be planned over time to ensure a **'quality first'** approach which **meets the needs of all children and groups** and maximises the use of any additional adult(s) in the room.
- Explicit opportunities for **assessment** should be stated e.g. key questions to ask.
- **Timings** should be considered so lessons are well paced, appropriate the needs of all children.

TEACHING

At Spurcroft we believe high quality teaching is the most effective way to help children learn.

- All lessons must get off to a **flying start,** with students purposeful from the beginning.
- Teachers must be explicit about **learning outcomes** and **key words**.
- Lessons must build on children's **long term memory**. Ensure that regular and explicit links are made between new and existing knowledge.
- The quality of both students' and teacher's language, such as in instructions and questioning, are significant determinants of progress. Make the implicit, explicit.
- Demonstrate our school **values** and link where appropriate.
- Reinforce students' **self-belief** and **ambition** for success by the challenge you offer.
- Enable them to show **resilience** by taking a risk and working through barriers.
- Each class is a learning **community** in its own right. Their success depends on each other.

At Spurcroft we know that children learn in different ways. Feedback from our pupils through class discussions and surveys has told us that they love to learn and their feedback forms part of the learning opportunities we offer to include:

- Whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc.);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- practical lessons outside of the classroom (utilising our outdoor space);
- children having the choice in how to present their learning;
- different starting points;
- independent learning.

We always have the highest possible expectations of individual learners. For children to demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

ROLES AND RESPONSIBILITIES

Teaching and Learning is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement.)

Responsibilities of our School
At Spurcroft School we will:

- Provide a safe, happy and stimulating learning environment where children can formally engage in education.
- Provide a broad and balanced curriculum which challenges children to reach their potential and fulfils the requirements of the National Curriculum.
- Keep you informed termly about your child's progress.
- Set regular and appropriate learning and home learning challenges for your child.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. (Refer to E-Safety Policy)

Responsibility of our Parents/Carers

- Having chosen Spurcroft Primary School for your child, accept the school's vision and values, positively supporting the school.
- Support the school's policies and guidelines on learning and behaviour.
- Attend parents evening and meetings in school to discuss your child's progress, attainment and emotional wellbeing.
- Support your child with home learning that is set, including daily reading, MyMaths and spellings.
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in promote safe and secure internet use at home.

Responsibility of our Pupils
Our pupils will try their best to:

- Take responsibility to help parents/ carers to arrive at school on time and with the correct uniform and equipment.
- Have self-belief in their abilities. Speak to an adult if they have any worries that might affect their work or behaviour.
- Always do their best to show ambition in their learning and challenge themselves achieve their targets.
- Display teamwork and show respect for other children and the adults in school.
- Think creatively and look for opportunities to respond to feedback given.
- Use the Internet safely as taught in class

MONITORING AND EVALUATING:

Alongside summative and formative assessment, pupils' work will also be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Head Teacher.

- A termly review of the quality and learning is held with members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used.

- A member of the SLT will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle underpins and drives the planning, teaching and learning.
- Subject leaders will regularly review the teaching and quality of learning through monitoring planning, looking at children's books and observing teachers teaching their subject. They report on this by an annual review which is discussed with the curriculum leader/ a member of the SLT (see School Development Plan).

This policy will be reviewed every two years. The SLT may determine that this policy needs to be reviewed earlier for example if the Government introduces new regulations, or if the SLT receives recommendations on how the policy and practice might be improved.

Appendix 1: Marking codes for EYFS/KS1/LKS2/UKS2

Marking Codes in EYFS

All your learning is marked regularly using these marking codes:

A really good bit	I Independent
Full Stop	S+ Very Supported
X Incorrect/Mistake	Finger Space
VF Verbal Feedback	Proud Pink! (Met the success criteria)
S Supported	Green for growth! (Opportunity to improve)
Listening to sounds	NS Next Step

Marking Codes in KS1

All your learning is marked regularly using these marking codes:

A really good bit	Write a response
VF Verbal Feedback	X Incorrect/Mistake
✓ Correct/Achieved	NS Next Step
Read your work	? Check for sense
GW Guided Work	I Independent
S Supported	S+ Very Supported
E Equipment Used	SP Spelling
CL Capital Letter	Full Stop
Listening to sounds	Finger Space
HM Honesty Marked	PP Please Polish
HP House Point	Proud Pink! (Met the success criteria)
Green for growth! (Opportunity to improve)	

Marking Codes in LKS2

All your learning is marked regularly using these marking codes:

A really good bit	I Independent
X Incorrect/Mistake	✓ Correct/Achieved
VF Verbal Feedback	GW Guided Work
Edit and Improve	Proud Pink! (Met the success criteria)
UT Unit Target	Green for growth! (Opportunity to improve)
ST SPaG Target	P Punctuation
V Vocabulary	HP House Point
NS Next Step	Write a response
SP Spelling	// Paragraphs
? Check for sense	

Marking Codes in UKS2

All your learning is marked regularly using these marking codes:

Edit and Improve	G Grammar
X Incorrect/Mistake	PM Peer Marking
VF Verbal Feedback	HP House Point
S Supported	Proud Pink! (Met the success criteria)
UT Unit Target	Green for growth! (Opportunity to improve)
ST SPaG Target	Response Needed
GW Guided Work	? Check for sense
P Punctuation	// Paragraphs
SP Spelling	I Independent