



Lyncrest Primary School Teaching and Learning Policy, Including Policies for Individual Subjects

Our school's vision underpins this teaching and learning policy. Our vision is to create a school with a curriculum and culture that develops **growth**, strengthens **community** and presents **possibilities**.

Purpose and Aims

At Lyncrest Primary School, we define learning as the process of building and developing new concepts, knowledge, skills, behaviours and attributes and refining existing concepts, knowledge, skills, behaviours and attributes. We do this through a wide variety of experiences to develop young people's understanding of the world around them, help them to discover their roles within it and accordingly developing their moral, social, cultural and spiritual understanding. This policy document highlights how we can make this learning happen. The policy also demonstrates how we develop teaching and learning across each individual subject.

Curriculum drivers

We believe that our pupils need us to provide more than just the National Curriculum. Life has so much more to offer and our children have so much more to learn and experience about the world around them. With this in mind, we are prioritising the things we want our children to experience and develop during their time at Lyncrest and in line with our school's vision. We use 'drivers' to underpin the development work we undertake in all areas of school life and to ensure our curriculum is enriched and personalised to our children and their families. Our three drivers are: community, possibilities and growth.

Community

We want our children to develop a sense of pride in themselves and respect for others. We believe they need to have highly developed emotional literacy and excellent manners in order to experience positive relationships within their local and wider community. We believe in the power of our school community (children, parents, teachers, residents and other members of the community) to change and enhance the children's lives and as such, we utilise as much knowledge and understanding from the people and places within and close to our school and its locality. Our school culture embodies the values of respect, perseverance and compassion, thereby creating a positive impact upon our school community, the wider local community and beyond.

Possibilities

Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown. We want all of our children to be aspirational and have the confidence and skills to know how to achieve their dreams and goals in life. We wish to create a culture of inviting and developing new experiences for our young people so their experience with us is one of constant opportunity.

Growth

We work hard to promote a growth mind-set within all of our children. Growth mind-set is based on the belief that everyone can change and grow through hard work and experience. When children first start to challenge themselves it may seem hard but we encourage them to keep persevering so that they realise

that challenges become easier with practise. Praise is focused on the effort the children have given and feedback, positive and critical, is seen as an opportunity for learning. Children are given opportunities to continuously review and improve their work. Rather than being seen as a failure, mistakes are seen as an opportunity for learning. We have tried to embed that there is no such thing as “I can’t do it.” Instead we say that “I can’t do it ...yet.” Our curriculum and culture seeks to help all our children and those within our school community to develop in their academic, physical, spiritual, social and emotional **growth**. Importantly, across each subject there is clear progression in terms of building and developing new concepts, knowledge, skills, behaviours and attributes.

Planning the outcomes of learning for EYFS

Planning in Foundation Stage follows Development Matters and Early Learning Goals are used to inform our own ‘significant steps’ that form the basis of our curriculum from nursery to Reception.

We plan weekly, using stories as our stimulus and imbed significant texts in both Nursery and Reception. Where at all possible we follow children’s own interests and this is reflected in how our learning environment develops. Children build on skills and knowledge taught through adult led sessions to lead their independent learning around the class environment.

Assessment for learning is continuous and practiced by all adults. We use an agreed ‘teaching language’ - questions, phrases, prompts to move learning on and are all aware of the significant steps so we can assess each child on an individual basis.

We use Tapestry as a tool to collect evidence of learning, outcomes of observations, record next step-starting points as well as to interact with home learning.

Additionally, We use Read Write Inc, to aid the teaching of phonics and Jigsaw as schemes of work to aid the teaching of PSHE.

Planning the outcomes of learning for years 1-6

Planning for each year group is based on the National Curriculum age related expectations. Approaches to teaching and learning are flexible but carefully matched to the needs of all learners by using pre-assessment tasks and thoughtful probing questioning, across the curriculum, to ascertain prior learning and therefore a relevant starting point. *(For a break-down of schemes used for guiding the planning across the curriculum see appendix).*

Planning is also informed through regular formative assessment, in which teachers’ investigate what questions learners have about the topic under study and use this information to plan their lessons so as to engage and involve all learners. Where possible, Teachers use the local community to extend and enhance learning to raise attainment and achievement further (e.g. the use of Holdenby Education Centre for life science topics, discussions about Simon De Senlis when investigating the Normans etc...). We wish to create a curriculum that is relevant to the lives of our children in this locality.

Before a series of lessons, learners will be informed about what the intention of learning is: which new concepts, knowledge, skills, behaviours and attributes they will be developing and which of these they will be revisiting from previous lessons or year groups. This is done by the use of working walls or in books or drawing the children’s attention to a set of learning intentions and milestones of learning at the start of each planned session. Activities are colour coded broadly across four levels, these being: **working towards an age-related milestone to become secure within it often with support and/ or with elementary steps towards that milestone**; **working towards an age-related milestone to become secure within it**; **working at an age-related milestone at a secure level**; **working at an age-related milestone at a secure level with an extension task** (Children have flexibility to move across these activities according to their needs.) These levels build upon the last (red through to blue). We aim for all children to work at the green level to develop a secure understanding that can be deepened over time when they return to certain concepts.

Further planning outcomes are informed through on-going assessment for learning, with the aim that children re-visit learning intentions across a year and across their school life, to build upon prior learning and embed a deeper, lasting understanding of the subject under study.

Importantly, staff give verbal feedback to the children about the success of planned activities, so that a more effective and engaging implementation of the curriculum may be developed.

Parents are aware of the intended subject content for each year group through a curriculum map posted on the school website.

Meeting children's learning needs through assessment practice

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children daily through:

- regular feedback of work;
- analysing errors and picking up on misconceptions;
- asking questions and listening to answers;
- facilitating and listening to discussions;
- making observations.

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

We use continual assessment for learning (formative assessment) and summative assessment to update our tracking programme, SIMS. Each time a child meets a learning outcome in reading, writing or maths the target is ticked off of their tracking grids located in the front of their workbooks. An overall level is then given at the end of every big term (Autumn, Spring, Summer) and SIMS is updated so that we can track their progress. Assessment occurs within units of work and across the term to ensure a full picture of the child is achieved. Termly assessments are completed to review pupils' acquisition of concepts, knowledge and skills taught that in that term. Gaps in learning are addressed through targeted intervention groups. These targeted intervention groups are discussed at pupil progress meetings with phase leaders and class teachers termly.

We promote active learning, where children are given freedom and choice about the challenges they wish to work on and adults skilfully guide children in this process, acknowledging their strengths and informing them how they may achieve the best results in a given context (*see colour coded choices above*). Children are also encouraged to work individually and collaboratively, across a range of comfortable spaces within the class room, using a variety of resources and technologies and presenting their findings through a range of mediums to the highest possible standard.

We plan that adults work alongside learners, 1:1 and in small fluid groups, guiding and encouraging them depending on the need and although we deliver lessons at a brisk and challenging pace, we give the children sufficient time to develop and make sense of their learning. For those children who need extra time and support to develop and secure concepts, their needs are recorded in a class intervention file or in their individual workbooks and time is taken by an adult to work 1:1 with them.

Teachers keep ongoing records of progress and achievement so that they can track the pace of development and intervene effectively.

Developing the learning through feedback

Individual learners receive timely, accurate and developmental feedback from adults to extend and support learning. This feedback may be verbal or written but when verbal feedback is given, interactions are recorded with a stamp or symbol. A comment may be included to outline the focus of the feedback. Errors in grammar and punctuation are identified by the presence of a symbol (see attached marking policy).

We work towards all learners developing the skills to evaluate their own work against a clear and agreed success criteria. Through choosing challenges at their level (where necessary with guidance from an adult), they will build confidence and ownership for managing their own learning.

Twice yearly formal conferences (TLC's) take place to help parents understand their children's progress and next steps in learning. Parents are therefore clear about ways that they can support their child at home.

Assessing, recording, moderating and monitoring progress in teaching and learning

The leadership team monitor attainment and progress termly and conduct pupil progress meetings to ensure all children reach their potential. Staff intervene promptly and effectively if the progress of individuals is not maintained.

Regular moderation opportunities are planned (once every term) in which the whole staff, moderate work across the curriculum to undertake professional dialogue aimed at understanding, applying and sharing standards and to ensure reliability of the assessment process. An additional moderation process also takes place at least once a year for each core subject (reading, writing and maths), in which staff work with other professionals within the cluster.

The senior leadership team and key stage leads also carry out lesson visits, learning walks and regularly monitor books to develop teaching and learning across the whole school. In addition to this, the senior leadership team take samples of work from each year group to monitor progress, attainment and accurate assessment against age related expectations.

Home learning expectations homework

For children to excel in their learning, they must have support from the home to do this. In essence, our home learning expectations require the overlearning of certain concepts or skills to ensure secure understanding.

Our expectations of home learning are:

Reception- reading five times weekly, consolidation of sounds, regular practice of reception high frequency words, relevant number work.

Year 1 to 6- reading five times weekly, Spelling Shed online practise, Times Table Rock Stars online practise, weekly spellings, weekly times tables/ number bonds and relevant number work (where necessary). Additionally, Year 6 also undertake weekly SATS revision practise books.

Class teachers may also set additional work specific to a group of children or an individual child, based on their learning needs.

Appendices

Feedback Policy

Why we give feedback- verbal and written- to children about their learning:

- To improve each child's learning
- To develop each child's self and peer assessment skills
- To demonstrate that each child's work is valued and important
- To show children what they do well
- To raise each child's self-esteem and motivation
- To enable children to know what they need to do in order to improve
- As an Assessment for Learning tool, to identify the next steps in learning and teaching
- To build up their self-editing skills across the school
- To identify and address children's misconceptions

General Feedback Practices:

- All work should be marked according to this policy.
- Work will be marked by teaching staff in green pen, using neat cursive script.
- Senior Leaders should mark in pink pen.
- Feedback should be given to the children daily (verbal or written).
- Adults will tick the appropriate success criteria that was met by the child in the lesson.
- Where appropriate, children will respond to feedback or self-edit their work in purple pen from a teacher's comments, with varying degrees of support to do this, depending on their age and stage of development.
- When children have responded to the marking and edited their work, adults need to go back and acknowledge this, with a tick or if appropriate a comment. If further work is required with the child, this should be done with them and then recorded in their book.
- The marking is for the child so needs to match their ability; the comment should not be too long.
- Not all marking codes (displayed below) may be used in any one piece of work as it may only be appropriate to focus on one area of development. Marking codes may also not have been necessary to have been used as the feedback given was entirely verbal, however this will be indicated using the **VF** symbol.
- When responding to marking, single word responses from children are not appropriate (e.g. okay/no/yes/don't know/thanks). Children must respond to marking with a specific action.
- Depending on the ability of the child, an adult may scribe for the child using the child's voice. This will be done in purple pen and indicated with **CV** and the adult scribe's initials. This is mainly relevant for children in EYFS and lower Key Stage 1.

Peer and Self Marking Practices:

Peer and Self marking will be clearly modelled by the teacher and be appropriate to the age and stage of learning of the children. Children will use purple pen when doing this.

When children peer mark another child's work this will be indicated using the symbol **PM**.

Marking Codes (See appendix A for Child's version)

Symbol	Meaning
1:2	Ratios indicate that work has been completed with the support of an adult, with a ratio to describe how many children were working with the adult. If there is no ratio, work has been completed independently.
Tick ✓	Ticks will be used to indicate which part of the success criteria in a child's learning has been met and to show a correct answer has been written.
 Star Stamp	Star stamp will be used to indicate positive comments that have been written by the adult. (When a star stamp is marked, positive comments will go next to it). This will not be for every piece of work.
Highlight ooo	Yellow highlighting may be used up to show the strengths in children's work.
V.F.	Shows verbal feedback was given to the child. This may be accompanied with a word or sentence that determines what the feedback was on (e.g. incorrect tense use, successful use of metaphors, full stops). Additionally, teachers may record what feedback was given during the lesson or after on a Whole Class Feedback Record (kept for records of feedback given).
c	Indicates an incorrect answer that should be addressed and corrected by the child.
=>	Indicates a wish that must be completed by the child (e.g. marking paragraphs).
Sp	Indicates a word has been spelt incorrectly. Depending on the ability of the child, we would expect no more than between three and five spelling errors to be marked (too many marked errors can be disheartening for a child). We May ask children to self- correct these errors. Depending on the ability of the child, the teacher may ask the child to rewrite the spelling error three times to develop memory of the spelling.
<div style="border: 1px solid green; padding: 2px; display: inline-block;">I Day he...</div>	A section of work ruled with a green box indicates the section does not make sense to the reader and needs to be rewritten by the child, below the work they have already done.
He know ^	An arrow between two words Indicates a word has been missed out that must be added in by the child.

H	Indicates an incorrect homophone has been used that the child will be expected to correct.
T	Indicates an incorrect tense has been used that the child will be expected to correct.
G	Indicates an incorrect use of grammar (for example incorrect determiner or relative pronoun) that the child will be expected to correct.
P	Indicates missing punctuation that the child will be expected to correct.
	A piece of punctuation written by the child and circled by the adult indicates an incorrect piece of punctuation has been used by the child and the child will be expected to correct it.
//	Indicates where the child should have marked a new paragraph. The adult may also ask the child to add these markings, if paragraphs have not been used.

Monitoring and evaluation of marking and feedback:

- The Senior Leadership Team will review and monitor a selection of books from each class weekly, noting what is consistently good and what needs improving. This will be based on a focus each week. As well as reviewing the books, they may ask to also view Whole Class Feedback Records
- Feedback and support will be provided to each class teacher about the weekly review.

What are TLCs?

TLCs relate to termly learning conferences, in which the child attends a meeting with their parents to discuss their learning. The next learning steps used in these meetings are chosen by the child and based on areas of their learning that they have not achieved yet (visible to them from the assessment grids in the front of their books).

A next learning step is chosen for Maths and English. These are recorded on a 'Next Step in Maths' form and a 'Next Step in English' form that is signed by the child, parent/ carer and stuck into the maths/English books. Both of these forms are then referred back to in the feedback process to give encouragement and guidance to the child to meet the next step and to celebrate the child's success when they have met the next step. When a target has been met, a new learning target will automatically be set to ensure pupils are making good progress.

Additional meetings may be arranged if a pupil is not making progress and new targets will be agreed, with parents, to further support this child's learning and fast track their progress where possible.

Schemes of Work we use to help inform planning

English, Maths, Humanities, Art, D and T – The National Curriculum, Chris Quigley Essentials

Phonics- Read Write Inc

PSHE- Jigsaw

Science – Snap Science, Chris Quigley Essentials

RE – Northamptonshire Religious Education Syllabus, Chris Quigley Essentials

French – Catherine Cheater Scheme of Work

Spanish- Clicker (currently under trial in one class)

ICT – Switched on Computing, Chris Quigley Essentials

Music – Music Express, NMPAT Local Planning