

Teaching and Learning Policy

ETHOS AND VALUES

The Staff and Governors of St. John's C.P. School are committed to enabling all children to become lifelong learners and to acquire the attitudes, confidence, skills and knowledge to become resilient citizens within the community.

In order to achieve this, we aim to:-

- Provide a creative and personalised curriculum enabling all pupils to achieve their potential.
- Provide a safe and nurturing environment in which children's emotional well-being is of the utmost importance.
- Provide a wide range of rich and varied experiences which will raise aspirations and encourage enquiring minds.
- Establish purposeful and open relationships with parents.

The values we wish to develop in our children are:-

- A determination to do their best in all aspects of school life.
- Self-respect and self-esteem.
- Respect and understanding of others, including their beliefs, values, opinions and property.
- That good manners and acceptable social behaviour are important at all times.
- An understanding of healthy living.
- Recognise the importance of healthy and respectful relationships.

In order to develop these aims and values, it is expected that the staff will:-

- Respond with sensitivity, care and confidentiality to the pastoral needs of all children.
- Value the partnership between school and home ensuring all people with an interest in school are effectively involved in school life.
- Provide a stimulating learning environment which encourages independence.
- Provide a child centered curriculum which motivates and ignites a passion for learning.
- Use assessment to ensure improved outcomes for all children.
- Contribute fully to all aspects of school life and embrace professional development.

Target Tracker Assessment Guidance regarding Mastery

This guidance has been written in light of the New Curriculum's guidance on mastery and its expectation that children will not be taken beyond their current year group's curriculum targets, instead being given opportunities to show mastery of the concepts they have been taught. St. John's Community Primary School recognises children working at a level of mastery as those that can:

- Apply their skills and understanding to various different problems and investigations.

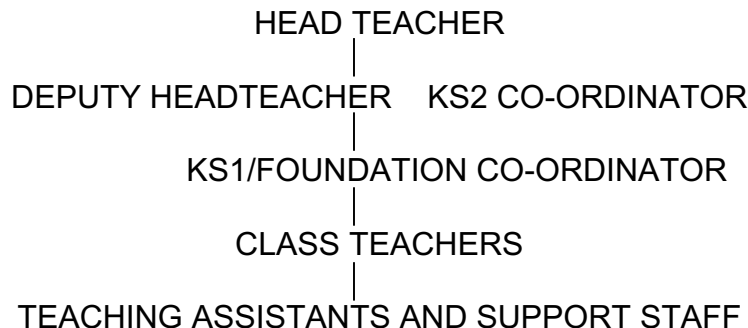


- Make links in their learning fluently.
- Demonstrates flexibility of thinking and resilience when tackling problems.
- Is able to reason and explain their ideas confidently and accurately.

In assessing a child's attainment it is expected that, by the end of the year, they will be working at a secure level for that year group (labelled in Target Tracker as 's'). If a child has been assessed as having mastered the age related expectations for the year group then they will be assessed as such ('s+' in Target Tracker).

THE STRUCTURE OF THE SCHOOL

The staff within the school are organised as follows:-



The school is organised as follows:-

Foundation Stage

Nursery	(Part-time Nursery Unit)
Class R	(Main school)

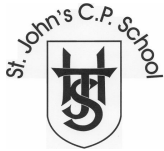
Key Stage 1

Class 1	(Main school)
Class 2	(Main school)

Key Stage 2

Class 3	(Mobile)
Class 4	(Main school)
Class 5	(Main school)
Class 6	(Main school)

Children are taught within their National Curriculum year group.



Members of the teaching staff lead at least one area of the curriculum. The roles of these subject leaders are detailed in the relevant policies, and a list of current responsibilities is held within the School Improvement and Development Plan.

The teaching staff are supported by a Nursery Nurse and Teaching Assistants.

The way in which the Teaching Assistants are used by the whole school is reviewed regularly to take into account the needs of individual class teachers and the children.

Parents and friends of the school work within the classrooms, both on a regular basis to help with specific tasks or groups of children and on an occasional basis to help with specific activities. New volunteers are subjected to recruitment measures as detailed in 'Safeguarding Children: Safer Recruitment and Selection in Educational Settings'.

THE LEARNING ENVIRONMENT

The classrooms and Nursery Unit are organised to facilitate the teaching and learning styles used within them. These are all equipped with their own group specific resources which are shared when required and are accessible to the children where appropriate. The locations of other shared resources are detailed within the relevant subject policies and these resources are managed by the Subject Leaders.

The Nursery, Reception and Year 1 class have their own outside play areas which are equipped with a wide range of small and large apparatus.

Yearly time tables are drawn up for the use of the hall, Library, Copse and ICT trolley. Copies of these are displayed in the staff room.

Full use is made of the school and local environments and of the wider environments within Norfolk. We also make use of the community as an excellent human resource.

THE ORGANISATION OF TEACHING AND LEARNING

The class teachers are responsible for the organisation of the teaching and learning within their classes, using the agreed principles, aims and guidelines laid down in this policy and the individual subject policies.

The exceptions to this statement are as follows:-

- In Key Stage 2, Real PE is taught in class groups and Dance and Gymnastics is taught by a HLTA during PPA time.
- Peripatetic music teachers withdraw individuals from regular class lessons.
- In Years 3, 4 and 5 swimming is taught by a qualified swimming instructor.

Subjects are taught in a cross curricular approach where ever possible in both Key Stages.

Foundation Stage

- We follow the Early Years & Foundation Stage Guidance, both in its aims and curriculum content. Activities are planned through topics and themes at an appropriate level, using both the indoor and outdoor environments.
- Phonics is taught through Jolly Phonics and Letters and Sounds to all children in the Foundation Stage and KS1. Children are set for phonics according to ability.
- The day or session is clearly structured, with a routine the children can follow. This provides time for uninterrupted play, time to listen and talk to the children, time to talk to parents and carers and time to stand back and observe. There is a balance of time spent with individual children, small groups and the whole group working on adult directed, adult supported or child directed activities.
- The children are encouraged to learn through free-flow play on their own or with other children and, where appropriate, supported, guided and enhanced by an adult.

Long term planning. (KS1 & 2)

A Curriculum Map has been drawn up showing the areas of the National Curriculum and R.E. covered by each year group. This is reviewed and updated as required and a copy of this is held on the server.

Opportunities for Sex and Relationships Education, PSHE and multicultural education are highlighted in this document.

Medium term planning. (KS1 & 2)

The National Curriculum is used as a framework for all planning KS1 and KS2. Herts scheme of work for Literacy is used as a basis for planning but it is a working document and is constantly under review.

In all other subjects schemes of work have been produced based on what is taught within a particular topic or group of lessons. The skills, knowledge and understanding being covered have been highlighted and the main learning outcomes, including differentiation, are identified. These plans are regularly reviewed and updated. Copies of these documents are kept on the server.

The Main Learning Outcomes, End-of-year expectations or Early Learning Goals identified in these medium term plans are used as the basis for the recording of pupils' attainments. Details can be found in the Assessment section of this document.

Short term planning. (KS1 & 2)

Our short term plans are made and evaluated on formatted sheets. These identify the learning objectives, method of delivery, activities undertaken by the children, including any differentiation for the more able, SEN and vulnerable groups, resources used and assessment techniques employed for each lesson or small group of lessons.

The role of a Teaching Assistant within any particular lesson is also planned for.

Long, medium and short term planning – Early Years Foundation Stage.

The planning documents for the EYFS relate to the seven areas of learning as detailed in the Guidance for the EYFS. They are produced in a format which reflects the teaching and learning strategies used within these year groups.

TEACHING AND LEARNING STYLES

The individuality of teaching staff is respected and encouraged, offering the children a broad range of experiences. Lessons are organised and delivered in a way that is appropriate to the area of work being covered, and the short term plans identify the methods to be used. Similarly, the children may work individually, within a group or as a class, depending on the activity being undertaken. Again, the way in which the children will be expected to work for a particular activity will have been identified in the short term plans.

The learning objectives for a session will be made explicit at the start of a session with success criteria generated by teacher and children where possible. Work will be marked against the success criteria.

TRANSITION BETWEEN PHASES OF EDUCATION

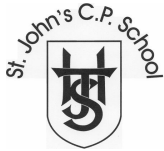
The following steps are taken to ensure the successful transition for children from one phase of their education to another.

- A home visiting programme for children entering the Nursery takes place.
- The parents of children in Year R are offered personal interviews prior to the start of the Autumn Term with the teaching staff, to discuss the Foundation Stage Profiles and to share information.
- An Open Evening is held in the Summer Term for the parents of all children starting in the Foundation Stage in the next academic year.
- An 'Induction Day', held towards the end of the Summer Term, offers the children the opportunity to spend time in their new class/school.
- Liaison between the Y6 teacher, Broadland High School and the Inclusion Officer from both schools.
- Close liaison between the Key Stage Co-ordinators, the Deputy and Head Teacher.
- Curriculum evenings.

INCLUSION AND EQUAL OPPORTUNITIES

We aim to promote equal opportunities in all aspects of school life and our principles and guidelines are detailed in the Single Equality Scheme.

S.E.N.D



The identification, organisation of teaching and learning, assessment and monitoring of children with special educational needs is carried out according to our Managing Children with Learning Difficulties and/or Disabilities and Children with SEN Policy.

Behaviour

Our Behaviour policy has been written to support our aim to promote good manners and acceptable social behaviour within the school and the wider community.

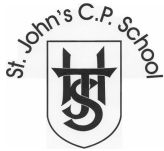
EXTRA-CURRICULAR ACTIVITIES

We offer a wide range of out of school activities. This will change termly and is always available via the school office or the school website.

STAFF SUPPORT

Support for all staff is considered to be of paramount importance. This support takes many forms.

- The teaching staff are supported by the Senior Leaders and the Subject Leaders.
- Teaching Assistants and other classroom assistants work closely with the teaching staff and are offered training when appropriate.
- Individual requirements for in-service training are identified during the Performance Management cycle.
- Whole school requirements for in-service training are identified, prioritised and costed as part of ongoing development. This is detailed in the School Improvement and Development Plan.
- The senior management team and linked governors are available to discuss any problems which may arise.
- When relevant meetings of all ancillary staff and weekly meetings with Support Staff are held in order to ensure support for the aims of the school and continuity of practice.



ASSESSMENT

Guiding principles

Assessment is an integral part of the learning process and is the means by which we make our professional judgments about the children.

We are concerned with the achievements of the child as a whole and not just their academic attainments, and the records that we keep, both summative and formative, reflect this.

We recognise that it is important for the children to be involved in the assessment process so that they are aware of both their achievements and their targets for further progress.

Planning for assessment

Our medium term plans identify the expected Main Learning Outcomes, Key Learning Objectives, or Early Learning Goals from a unit of work.

Our short term plans identify how and when these outcomes will be assessed.

Recording assessments

The most important source of information about the children is held in the minds of the members of staff concerned, and the records that we keep serve to illustrate this knowledge when we are reporting to the parents, children or other interested parties.

The following is a summary of how the children's attainments and achievements are recorded as part of the assessment process. Further details may be found in the relevant subject policies.

Termly Assessments

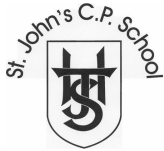
Foundation Stage

– Nursery and Reception

Individual 'Learning Journey' books are used to record evidence of each child's progress and achievements. These include observational assessments, photos and annotated work. These form an ongoing assessment record for every child. The books are updated every month and parents are invited in to be involved in sticking their child's evidence in their Learning Journey. Data is recorded on EYFS target tracker half termly.

Key Stage 1 and 2.

At the end of each half term assessments are made and recorded in Reading, Writing, Maths and Science. Expected progress is 6 steps within the subject recorded on TT. Pupils are assessed within their own age and stage of development and pupils are never assessed within the year above. If a pupil exceeds the



statements for their age phase then they are assessed using mastery statements in R/W/M and S.

A detailed record is kept for one child in R/W/M/S in every year group. A whole class assessment record is kept for every child in R/W/M/S to support planning and progress. This is updated electronically every half term but maybe updated weekly as learning is delivered.

Children's portfolios

A portfolio of work is kept for every child from Reception until they leave the school. This supports transition and assessment.

This will include: photos, SATS papers, Salford reading test scores, Youngs Parallel test.

Work included should be annotated and dated. Any work removed from the portfolio should be returned to the child.

Reading records.

- a) Reading record sheets chart the children's progress within the reading schemes.
- b) In Years R, 1 and 2 a Reading Diary is used and this is seen at least weekly by the class teacher.
- c) Reading Diaries are sent home daily to parents of children from year R. These provide further information on the progress of the child. They are passed on to the next class teacher as the child progresses through KS1/KS2. These are reviewed at least termly by the subject leader or the SLT.
- d) The Salford reading test will be completed every term by the class teacher and results held on a central record.
- e) Further records are kept by individual teacher's e.g. tracking, book reviews, reading preferences, self assessment, understanding and response etc.

All other subjects. (Key Stages 1 and 2)

The main learning outcomes identified within the schemes of work are used to record individual achievements. At the end of an area of work the children's achievements are recorded against the learning outcomes. This is passed to the relevant subject leader who will produce a termly analysis of attainment in the subject across the whole school. This report will be presented to the LST at the end of every term.

MidYear Assessments

Rising Stars assessments are carried out every term in classes 1-6 in Reading and spelling, punctuation and grammar. Puma tests are used three times a year to assess pupils maths ages and ares for development.

Calculation audits are completed termly to assess and support teaching and learning in years 1-6. Year 6 also sit past SATS papers to inform next steps in learning.

Other formal assessment

- * Year 1 phonics test
- * EYFS Profiles (R)
- * Y2 SATS
- * Y6 SATS

Reading, Writing and Maths Standardisation and Moderation

Termly moderation meetings will be held with the whole staff in either Reading/Writing/Maths or Science to ensure consistency and accuracy in teacher assessment.

Through these sessions, our external moderation samples are agreed by the Teaching Staff.

Using assessments

Everyday assessments are used to:-

- identify strengths and weaknesses.
- set targets for future learning.
- inform future planning.
- monitor the curriculum and its effective delivery.
- form a basis for reporting to parents or other interested parties.

Our short term plans are evaluated in the light of the learning that has taken place. These evaluations are used to modify all levels of planning wherever necessary, and to make changes to the way in which the curriculum is delivered if appropriate. Any changes that may have to be made to the medium or long term plans would need to be discussed at their annual reviews, in order to ensure continuity of coverage.

A summary of all the assessments made in the core subjects is prepared for the next teacher/school, at the end of the school year. This includes the results of any formal tests done.

The utilisation of standardised test information.

Following the administration and marking of any standardised tests, the class teacher and relevant Subject Leaders collect data for and carry out a detailed question level analysis.

Areas of strength and weakness can then be identified, and strategies drawn up to deal with these. These strategies may have staff training or resource implications, and may necessitate changes in policy or long and medium term planning. Any action necessary will be addressed and managed by the Subject Leader.

The analysis of our children's performances and their identified strengths and weaknesses are then compared with the national figures, as and when these become available.

For English, Mathematics and Science, the results of all standardised tests and end of year Teacher Assessments are entered onto a year group data base. In this way the progress of individual children, and the class group as a whole can be monitored throughout the school. This information is used in the following ways:-

1. To facilitate realistic target setting for any particular year group.
2. To highlight any children who are not progressing as would be expected from earlier performance.
3. As a 'monitoring by outcome' tool for the Subject Leaders.

Reporting to parents

Formal Parent Consultations are offered in the Autumn, Spring and Summer Terms. Parents requiring personal interviews at other times are invited to make appointments with the relevant parties at a mutually agreed time. Year 6 hold regular parent and pupil progress meetings throughout the year.

The reports produced at the end of each school year take the following form:-

- a) There is a statement of each National Curriculum subject and R.E. which outlines the work covered during the year and some of the expected outcomes. This statement is the same for every child within a year group.
- b) There is a teacher's comment which outlines the child's performance as it relates to the statement for that subject.
- c) The general statement provides the opportunity for the Class Teacher to comment on aspects of the child's performance which are not directly related to a particular subject
- d) The SAT results are reported separately, according to the current statutory requirements, although comments about the children's performance in these may be included in the main report. A sentence about where the pupil is working according to national expectations is given in Literacy, Numeracy and Science. It is stated if the child is working at, above or below national expectations for the age group.
- e) Areas for improvement are highlighted.
- f) There is provision for the children to comment on their report.
- g) The parents are invited to discuss the written report with the Class Teacher if they wish to do so.

When a child leaves the school during the school year documents are sent to the receiving school in accordance with the current arrangements.

Foundation Stage Reports.

These cover all aspects of the child's development and relate to the seven areas of learning identified for the Foundation Stage. They are sent to parents when the child leaves the Nursery or Reception Class. At the end of Nursery and Reception parents are given the 'Learning Journey' for their child to keep.

Feedback to Children and Marking.

Teachers will allocate time and clearly express it in their planning, for feedback to children. The feedback process aims to give a balance of aspects of achievement and areas for improvement. This will be done in the following ways.

1. Communication of expected outcome.

- The use of working walls for key objectives and work in progress.
- Sharing of objectives and creation of success criteria with children at the start of lessons, units or topics.
- Regular opportunities to review learning objective and success criteria in lesson.
- Review times at key points in the lesson or series of lessons to refer back to the objectives and to give further guidance.

2. Methods of oral feedback to Pupils.

- Instant feedback from peers e.g. "thumbs up", or "traffic lights".
- Short term reviews within the lesson to address misconceptions and to model and share good work.
- Verbal feedback on written work with an agreed code "vf".
- Verbal feedback to children at the start of guided tasks including a review of previous written comments.
- Self and Peer assessment at the end of units or specific tasks against success criteria.
- Discussion with support of ICT e.g. video, visualizer, photos.

3. Methods of written feedback.

- The main focus of marking will relate to the learning objective and/or the success criteria.
- The teacher or Teaching Assistant with a group during guided sessions will mark in detail that groups work against the success criteria giving time to make improvements to work.
- All children including those not working with an adult during a lesson will peer or self assess against the success criteria using the RAG rating.
- Adults will use prompts, reminders and scaffolding to highlight specific improvements to be made to the children's work.

4. Opportunities for children to reflect on written feedback and make some improvements.

- Time will be given for children to reflect on their work at an appropriate opportunity.
- There will be regular opportunities provided for mixed ability peer assessment.
- Where possible, every group will work with an adult at least twice a week and receive written and verbal feedback linked to the success criteria. The children will be given time in that lesson or before the next lesson to improve their work based on the adults feedback.
- All 'Moving On' comments will be responded to by the children.
- Green pens will be used across the school for children to respond to teachers comments or to edit their work.
- Acknowledge the responses made by children following a moving on comment by initialing or by using a simple comment to indicate that it has been achieved.
- Tick the LO to show that you agree that it has been achieved. Leave any LOs not achieved blank.

Purpose of marking

- To enhance pupils' motivation, self-esteem and work attitudes.
- To set new targets for pupils' learning.
- To provide constructive and helpful information for children, teachers and parents.
- Supporting the child in their recognition of next steps in their learning

Marking Code

TL-Teacher led

TA-Teaching Assistant supported

O-Other adult support

CW- Coraborative work

I-Independent

VF-Verbal feedback

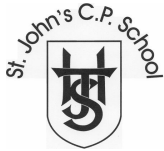
S-Supply

Sp-Spelling error

Written Marking Appendix

Moving on comments can come in many forms. The following are examples of those in use at present and may apply to any piece of writing.

- Can you think of an alternative word for.....?
- Can you think of another word to start this sentence that isn't a noun or pronoun?
- Give me 3 descriptive words to replace.....
- Why have I circled this part of the text?
- Can you rewrite these sentences/words using.....?
- What's wrong with this sentence? (highlight in the text).



- Use 2 sentences that add description to.....
- Which 3 things do you think you have to look for next time you write?
- Show me where 3 fullstops are missing
- Show me where 3 capital letters are not used correctly.
- Scaffold a sentence and ask 'Can you rewrite his sentence using (a fronted adverbial, 2 words that will interest the reader, a comma in the correct place etc.
- Tell me 1 thing that you struggled with today? (add to 'Wobble List').
- What would happen if.....? (Extend the text).
- Where do you think this paragraph should end?
- Can you think of a word that will **connect** these 2 ideas?
- Verbal comments used during guided writing indicated by vf.
- Self and peer assessment are always useful for children to be able to indicate the next step themselves. (For younger or less able children the assessments should be limited and focused on specific aspects of the text).

Ratified by Governors on

2016

Chair of Teaching and Learning Committee _____