



# ***Teaching and Learning Policy***

# St. Matthew's C of E Primary School

## Teaching and Learning Policy

### **St. Matthew's Church of England Primary School's mission statement**

*We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.*

*Our motto: Live, Love, Learn*

### **Aims and Purposes**

Across school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning in our school, we aim:

- to provide consistency of teaching and learning;
- to enable teachers to teach as effectively as possible;
- to enable children to learn as efficiently as possible;
- to give children the skills they require to become effective lifelong learners;
- to provide an inclusive education for all children;
- to learn from each other, through the adoption of a collaborative approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning. However, this policy outlines some of the elements which are key to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how children learn most effectively.

When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

## ***Key elements and principles of teaching and learning***

All lessons should include the following key factors to ensure high quality teaching and learning.

### ***All lessons have... clear learning objectives***

- Learning objectives are shared orally and displayed in child friendly language.
- Learning objectives are not muddled up with the context of the lesson.
- When marking children's work, the main focus is on meeting the learning objective.

### ***All lessons have... clear success criteria***

- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children (often referred to as 'steps to success').
- Children use the success criteria to assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson, often during a mini-plenary. Children's work can be used to illustrate the success criteria in action using the visualiser.

### ***All lessons are... clearly differentiated to enable all pupils to access learning***

- All learners are challenged appropriately.
- Learning intentions are the same for all children. We want all our children to access the same learning - it is through the use of differentiated materials/apparatus or support that this is achieved.

### ***All pupils are... actively engaged in learning***

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts and auditory inputs are all used creatively as a way to enhance learning.

## All pupils receive... *regular and clear feedback which enhances learning*

- Assessment for learning techniques (including self- and peer assessment) are embedded in everyday practice and used to inform teaching and learning.
- Children are given regular verbal feedback throughout the lesson.
- Marking is linked to the learning objective and identifies clear 'next steps' prompts where appropriate.
- All pupils are therefore clear about how they need to improve.
- Pupils are given time to address issues raised through verbal and written feedback.

## Learning is enhanced through... *the use of ICT*

- ICT is used to enhance learning whenever possible and appropriate. Although ICT is very often used at the start of lessons to engage children, it can also be used throughout the lesson as an aid to learning.

## Learning is enhanced through... *the effective use of additional adults (see p12)*

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils during all parts of each lesson.
- They are clear about who they are supporting and why.
- They are mindful of the need to promote independence in the children.
- Planning is shared in advance with teaching assistants.
- They are involved in assessing pupil's understanding, recording observations and providing assessments to the teacher.

## **Lesson Structure**

All lessons include four key elements:

**1 - Overview:** the teacher sets the scene, places learning in a wider context, makes links to prior learning; reviews the previous lesson; **provides the 'big picture'**, shares learning objectives.

**2 – Providing new information:** pupils receive new information from the teacher;

**3 – Processing the information:** pupils make sense of this new information;

**4 – Review:** reviewing information and planning next steps

Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all impact how these elements look.

Teachers may well scroll through these elements more than once during the lesson. For example, after a short period of teacher input, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another teacher input and an appropriate exercise.

The elements are not always sequential. Review, for example, is not confined to the end of the lessons. Effective lessons have review weaved throughout the entire lesson. **Success criteria are most effective when repeated and referred to throughout the lesson.**

## 1 – Overview

Although this is relatively short in duration it includes a number of key features. The emphasis in this part is on **creating an appropriate working atmosphere**.

Pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:

- Creating a classroom environment that is welcoming, stimulating, reassuring and organized;
- Being fully prepared for lessons;
- Ensuring resources are prepared and on tables in advance of lessons;
- Other adults primed to sensitively engage with a pupil who is not 'ready to learn'.

### Linking the lesson to prior learning

When possible, links are made to prior learning or knowledge, for example, by reviewing the previous lesson;

- *Think about the three most important things you learnt in the last lesson – now tell your partner.*
- *In a minute, I am going to ask you what you learnt last lesson. You may talk to your partner if you wish.*
- *Today's lesson is about the water cycle. Jot down on your whiteboards what you already know. Work in pairs.*

### Sharing learning objectives with pupils

Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning objectives to be shared effectively, teachers should:

- Move away from saying 'Today we are doing'... and instead say '*By the end of today's lesson you will all know/be able to/understand...*'
- Make learning objectives specific.
- Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- Refer to them: at the start of the lesson, during the lesson and revisit them at the end of the lesson.

### Triggering the brain

The brain will tend to notice things if has been primed to look for them. For example, teachers could begin a lesson by saying;

*'Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your own writing later on'*

or

*'For homework tonight, I am going to be asking you to write down the functions of the different parts of a plant – you will find out what they are in today's lesson'*

## 2 – Providing New Information

The emphasis in this part is: *providing children with new information or skills.*

This is the **teaching** phase. Although we want all pupils to understand the information as they encounter it, the **emphasis here is on providing the new information.** New information can be delivered in a number of different ways:

- Instruction
- Diagrams, pictures etc
- Demonstration
- Books
- Audiovisual aids, e.g. video clips
- ICT – CD roms, Internet
- Modelling

The quality of the teacher's input will have a big bearing on how which pupils understand the information being passed on.

The following techniques can help to ensure that children remain focused throughout the input:

### ***Keep teacher inputs short***

Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Teacher inputs are therefore kept short and punctuated by regular breaks or activities. Typically, much more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.

### ***Create more than one 'beginning'***

Pupils tend to remember more from the beginning of an experience. When teacher input is chunked into 10-15 minute slots, a number of '*beginnings*' are created in the lesson. Teachers can make the new start obvious by using phrases such as, '*Now we are moving on to ...*' or '*The next activity we are going to be doing ...*'. '*I want you to move back to the carpet for the next part of our lesson.*'

### ***Include plenty of questions in teacher inputs***

*Although this part is mainly about delivering new information, it should include regular questioning.*

Ask regular **closed questions** during the input. This will keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood – although at a shallow level. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents. It also allows a child to take the lesson off in a direction that causes other pupils to lose their train of thought.

Ask **open questions** before and/or after an input. Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer during the input. Asking an open question at the end of an input gives the children the opportunity to apply their learning and gives the teacher the opportunity to assess the children's understanding.

### ***Teacher inputs are broken up by different activities***

Break up the input of new information with activities designed to help pupils make sense of it. This kind of alternating pattern can often be more effective than an extended period of explanation. It is vital that teachers model whatever they want the children to do.

*For example, a teacher might be modelling how to write complex sentences. She might ask the children to work with a partner to write one together on a mini whiteboard before continuing with further instruction.*

### ***New information is presented in several different ways (VAK)***

The fact that people prefer to receive information in different ways demands that information is transmitted in more than one way. A verbal explanation may well be clear, concise and of high quality. However, two thirds of the class may be working outside of their preferred style or have English as an additional language and struggle to grasp what is being said.

***Teachers should aim to make learning multi-sensory so that pupils have opportunities to learn from seeing, hearing and doing.***

## ***3 – Processing the information***

The emphasis in this part is:

- **developing understanding;**
- **demonstrating understanding;**
- **assessing understanding.**

The extent to which pupils will understand information depends on:

### ***Quality of interactions***

It is adults who help pupils make sense of information. The frequency and nature of interactions between adults and pupils is highly significant. We develop understanding by:

- using open ended questions;
- providing wait time - pupils need time to think through their answers before replying;
- providing thinking time by giving an advance warning, such as *'In two minutes I am going to ask you...'*
- allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with *'We think that...'*
- ensuring pupils fully understand the question by asking them to say it back or rephrase it;
- extending and deepening understanding by asking follow-up questions such as *'What made you think that?'*
- asking pupils to identify three possible answers and then select the best one (so they don't always give the first answer that pops into their head);
- scaffolding thinking and answering.

## ***Talking and Interaction***

We learn:

- 10% of what we read*
- 20% of what we hear*
- 30% of what we see*
- 50% of what we see and hear*
- 70% of what we discuss with others*
- 80% of what we experience*
- 95% of what we teach to others*

**Talking and interaction** are central to learning. All lessons need to include opportunities to discuss questions and extend thinking. A range of Assessment for Learning strategies is used to achieve this.

## ***4 – Review***

The emphasis in this part is on:

- **Reviewing what has been learned**
- **Reflecting on how and why it has been learned.**

Review is a key to memory and certainly not confined to the end of the lesson. Effective teachers weave review throughout the entire lesson, constantly refer children back to the success criteria of the lesson and reinforce prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

### ***Key features of the review stage:***

#### ***Pupils are actively involved***

When teachers summarise what has been learned, the effect on pupils' memories is relatively insignificant. However, when the pupils themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

#### ***Teachers always refer back to the learning objective and success criteria.***

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?



## ***Further Key Features of Effective Teaching***

### ***Marking and Feedback***

We think of marking in terms of feedback about a child's work. This feedback may take a number of forms - oral, written, formal and informal - and may be given on a group basis as well as an individual one. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step. All members of staff are expected to be familiar with the policy and to apply it consistently.

#### ***Aims of feedback at St. Matthew's***

- To ensure consistency, continuity and progression throughout the school.
- To help teachers and children in the process of continual assessment.
- To utilise marking and continual assessment to inform future curriculum planning.
- To utilise marking and continual assessment to set future targets for children.
- To encourage children to develop their own assessment skills by asking for comments and suggestion about their work. By KS2 we hope that children will be able to make constructive comments.
- To help children to recognise that errors can provide teachers with information to improve learning. Children will be positively encouraged to leave their mistakes as a record of what they have done.
- To provide feedback of specific diagnostic comment and positive encouragement.
- To recognise and value children's work by the use of suitable comments. The neatness and presentation of teachers' writing should serve as an example to the children.
- To recognise and reward excellent work by the use of stickers, smiley faces and certificates. Special achievement may result in the privilege of showing the work in Achievement Assemblies.
- To enable teachers to build a picture of a pupil's progress and achievement.
- Marking will form a basis of future planning to ensure a balanced coverage of the National Curriculum and Early Learning Goals. This is communicated to pupils by assessment for learning strategies, including 'next step' targets.

#### ***Oral feedback***

Verbal feedback during lessons is the most effective form of feedback as it can identify problems and misconceptions at the earliest possible opportunity, thereby maximizing pupil progress. Teachers and teaching assistants should therefore be highly mobile during lessons, monitoring the learning of all children and providing them with verbal feedback which serves to encourage and/or redirect them where necessary to ensure they meet the lesson objectives as well as their own personal learning targets. In addition, children should have regular opportunities for more detailed dialogue with their teacher. This dialogue should focus upon successes, areas for development and to set targets for future learning. This type of one to one feedback is best conducted in a quiet space, outside of the classroom if possible.

#### ***Principles of good feedback***

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent, regular and reviewed by the teacher
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to basic skills in English linked to handwriting and spelling

- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic
- Ensure children can actively demonstrate understanding of any targets set
- Be consistent across all subjects

### ***Written feedback***

- To ensure appropriate assessment and record keeping, marking should be against the identified objectives for the lesson.
- It is important that children's work is marked and assessed on an ongoing basis to ensure accurate record keeping and appropriate future planning. Whenever possible this should be undertaken alongside the children.
- When staff write in pupils' books, a contrasting coloured pen must be used. (Pupils should write in pencil in KS1 and Year 3 and then begin to use handwriting pens in Y4, with all pupils using them confidently by the end of Y5).
- All classes use the Nelson Handwriting style and use the Nelson interactive resources to aid pupils development of their handwriting.

There are two types of written feedback (marking), which we will refer to as quality marking and summary marking. Quality marking is marking to identify progress and next steps to learning. There is a place for summary marking, which is marking with a short comment. This could be used for:

- individual maths calculations
- writing a sentence using given criteria in a class lesson, which is then shared around the class
- planning a poster which is now ready for copying up for the wall display.

### ***Quality marking***

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child. Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective but also relate to basic skills in English. A minimum of one in every third piece of work in a subject should be quality marked.

When quality marking teachers should:

- read the entire piece of work
- indicate examples of where the child has met the learning objective and indicate clearly a focused comment linked to this, which will help the child improve their future learning

Spelling, punctuation and grammar need not be marked in every piece of work. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. When possible and appropriate, children should be given a comment, which will extend their thinking.

Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally. Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

### ***For pupils, feedback should:***

- provide feedback on their strengths and weaknesses;
- help stimulate, motivate and encourage;
- give guidance on how to improve performance;
- indicate whether or not a target has been achieved.

### ***When to mark***

Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

### ***What to mark***

Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child's personal learning targets. Final pieces are not always marked, when marking or feedback has taken place during the writing process.

### ***How to mark***

- To ensure appropriate assessment and record keeping, marking should be against the identified objectives for the lesson.
- It is important that children's work is marked and assessed on an ongoing basis to ensure accurate record keeping and appropriate future planning. Whenever possible this should be undertaken alongside the children.
- Marking should inform the child of the progress they are making and targets they need to work towards. This may need to be shared orally with the child at the beginning of the next session.
- Marking should be done using legible writing.
- Children write in pencil or blue pen. All marking by teaching staff will be carried out in a contrasting colour to that used by the child (but not red).
- Teachers should share examples of good work using their class visualiser.

### ***Staff roles***

Since marking helps provide educational indicators by which children's progress can be monitored and improved, it is particularly important that all staff adhere to this marking policy, under the direction and guidance of the class teachers.

- Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.
- Teaching Assistants should only mark work produced by their group of pupils. They should inform the teacher of the progress and problems from that piece of work. It is not the role of the TA to complete any other marking for the teacher.

### ***Children's response to marking***

- Children should be given time at the start of a lesson to read and consider the written feedback the teacher has provided.
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

### ***Self-marking and self-assessment***

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

- Children should use success criteria to assess their work accurately.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.
- A member of the teaching team should indicate on pupils' work whether work was teacher or TA supported. If this is not indicated, it is assumed that the work was completed independently.

Children may sometimes be encouraged to mark their own work under their teacher's supervision. Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing what the children can or cannot do. At the end of any written activity, children should be encouraged to indicate how they feel about their work, using the 'traffic light' system, next to the learning title. This will then inform the teacher of what has been understood, partially understood or not understood.

### ***Reporting and parental involvement***

Parents are encouraged to make constructive comments in their child's reading records or homework diaries. An opportunity is also given for parents to make verbal comments about their child's general progress at Parents' Evenings. Class teachers are to ensure that a member of staff regularly monitors the reading records or homework diaries once a week and, where necessary, responds to parental comments.

### ***Using a wide range of different types of questioning***

Teachers and Teaching Assistants will use a good balance of questions to allow the children to recall information and develop their creativity. Section 2 – 'Reviewing New Information' – gives guidance regarding when it is most appropriate to ask open or closed questions. Open-ended questions stimulate thinking and conversation and are useful to enable children to analyse and apply their learning.

Examples of this type of question are as follows:

- How else could you have...?
- How are these similar/different?
- What might...?
- What would you do if...?
- What would happen if...?
- What else could you have done?
- If I do this, what will happen?
- Is there any other way you could...?
- Why did you...?
- How did you...?



Having questioning prompts displayed in your classroom can be a useful reminder of these types of question. Remember to allow enough 'waiting time' for children to think through answers. Talking partners is a really useful strategy to give children the chance to think together and orally rehearse answers before sharing them with the class. 'No hands' or the use of lolly sticks helps to ensure the same children are not chosen too often.

Children are encouraged to answer in full sentences as often as possible.

## Making the Most of Teaching Assistants

The role of the Teaching Assistant is crucial. The effective deployment of a TA can make the difference between a child succeeding or failing. Much of the Teaching Assistant's role is directed by the teacher, but an outstanding TA is also intuitive and responds to the needs of the children.

It is important that both teacher and Teaching Assistant work together with the aim that all the children in the class are learning throughout the lesson. The following is a useful checklist for teachers and teaching assistants to use to ensure that all adults are making the most effective use of learning time.

Teacher	Teaching Assistant
<b>Before the lesson</b>	
<ul style="list-style-type: none"> <li>Tell your Teaching Assistant what the lesson is about and what you expect them to do.</li> <li>Share your lesson plans with your TA.</li> <li>Have they got suitable resources?</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you know what the lesson is going to be about.</li> <li>Be clear about what you will be expected to do during the lesson.</li> <li>Do you need any resources?</li> </ul>
<b>During a lesson introduction</b>	
<ul style="list-style-type: none"> <li>Is there a group who don't need this introduction – could the TA take a group straight away and get them going sooner?</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the learning objective and success criteria (what are they learning and what do they need to do?)</li> <li>Check they know how to get on.</li> <li>Get them going quickly.</li> </ul>
<b>During 'whole class' or 'carpet' time</b>	
<ul style="list-style-type: none"> <li>Know where you want the Teaching Assistant to be.</li> <li>Place children who might need support so that the Teaching Assistant can get to them easily.</li> <li>Don't expect a TA to keep children focussed when the time is too long or the activity is inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Concentrate on the children, not the teacher. You already know what the lesson is about!</li> <li>Sit next to the child or children who find it hard to listen or concentrate</li> <li>Focus children, don't distract them</li> <li>Model the behaviour you expect from the children.</li> </ul>
<b>Working with a child or small group</b>	
<ul style="list-style-type: none"> <li>Make sure the TA knows where to work with the child or group and what resources they will need.</li> <li>Ensure that the TA knows why they are working with a child or group and what support to give.</li> <li>Communicate the learning objective with the TA (this is not the same as completing the task!)</li> <li>Communicate the success criteria with the TA – what will show that the children have learned something?</li> <li>Make sure the TA knows that learning takes precedence over completion of task.</li> <li>Have 'next steps' for learning available to the TA – they might need them.</li> </ul>	<ul style="list-style-type: none"> <li>Know where you will be working with the child or group and what resources you will need.</li> <li>Know why you are working with the child or group – What support are you giving and why?</li> <li>Ask questions to check the child understands.</li> <li>Encourage the children to answer rather than answering for them.</li> <li>Make sure the child does the work, rather than you.</li> <li>Don't worry about the child finishing the task – it is more important that they understand the bit they have done.</li> <li>Ask questions to move children on. Go on to next steps if learning is secure.</li> </ul>
<b>During plenaries or a summing up.</b>	
<ul style="list-style-type: none"> <li>Is there a group whose needs are different - could the TA give a differentiated level of plenary to a group?</li> </ul>	<ul style="list-style-type: none"> <li>Let the children tell you what they have learned or the problems they encountered.</li> <li>Use difficulties or misunderstandings as an opportunity to learn even more.</li> <li>Introduce next steps for learning.</li> </ul>

## ***Presentation of Work***

Each child should have a clear understanding of what is expected from them when producing a piece of work. It should be of the highest possible standard appropriate to the ability of the child and should develop a sense of pride and ownership.

### ***Aims of our presentation policy:***

#### **For children**

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.

#### **For teachers**

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

#### **For parents**

- To provide an awareness of their child's progress in organising and presenting work.
- To offer a model for commenting on the standard of presentation of their child's work.

### ***Use of pencils and pens***

- Pencils should be used in all Mathematics books and in draft books if appropriate.
- Pencils should be kept sharp.
- Any margins and lines in books and on paper should be drawn in pencil.
- Pens should be introduced when the children are joining their writing competently, usually from Year 4 onwards, at the point when the teacher judges the child's handwriting to be neat and fluent.
- Pens must be the school's handwriting pen only. No other pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion. In addition, felt tip pens should not be used for writing (with the exceptions of brainstorming exercises)

### ***English and general written work***

- From Year 2 onwards children should begin to write the date on the left with the learning title on the left hand side of the next but one line. The DUMTUMS acronym is useful for children to use as an *aide memoire*. Both must be underlined with a ruler. This can occur once the child is ready to move on to this stage. Prior to this, adults working with the child can record this information, using a school handwriting pen.
- Children should not write in the margin except for numbers of questions. Writing should begin immediately next to the margin to allow the beginnings of lines to be vertically below each other.
- Paragraphs should be identified by missing a line.
- The use of rubbers should be discouraged.
- Tippex is not to be used.
- Children should see good handwriting modelled, on the whiteboard, display labels and comments on work.
- There is an agreed cursive handwriting style – the Nelson Handwriting Scheme is used.
- The process for children progressing to joined script begins for most children in Year 3.
- Work should not be 'ruled off'.

### ***Mathematics work***

- Presentation should include sensible spacing of work to avoid overcrowding. Teachers should regularly demonstrate good examples of this on the board or in books.
- All figures must be written neatly and clearly with one digit to each square.
- Each calculation must be clearly distinguishable from another. There should be at least one clear square between the number of the question and the actual calculation as well as between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations involving decimals should see the point written on the vertical line between the squares used for the units and tenths digits. It should be on a level with the middle of these.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.
- Calculations which involve decomposition should see the digit remaining after exchange being written in the top left hand corner where the original digit appeared. This should also be smaller than usual.
- Work should not be 'ruled off'.

### ***Displays of children's work***

- Children's work should only be displayed on the wall if it is the best quality work *for that child*.
- Felt tip pen is not to be used for children's writing in displays of children's work.
- Line guides should be used on all plain paper to ensure writing is straight.

### ***Desired outcomes***

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each phase is evident and understood by children and the adults working with them.

## Non-negotiables

As a staff we have devised a list of activities which we are deeming ‘non-negotiable’ – in other words, the activities in the following list will be undertaken by every class teacher according to the frequency shown as a minimum. These activities are designed to ensure that children have suitable opportunities to develop their skills in all areas of English and Mathematics. In addition, other key activities are listed which the staff feel are vital in reinforcing children’s knowledge, skills and understanding and make them effective learners.

<p style="text-align: center;"><b>Speaking &amp; listening</b> <b>(all the following take place on a continuous basis)</b></p> <ul style="list-style-type: none"> <li>• Teacher/TA to model correct grammar</li> <li>• Children given opportunity to orally rehearse before writing</li> <li>• Children to listen with concentration (age-appropriate)</li> <li>• Expectation for children to speak clearly</li> <li>• Speak to an audience (e.g. assemblies, end of theme presentations)</li> <li>• Appropriate interactions with adults/pupils (knowing the difference)</li> <li>• Talk partners</li> <li>• Give children thinking time before demanding the answer</li> <li>• Length of teacher inputs to be age-appropriate</li> <li>• Pre-planned questioning</li> <li>• Expectation for children to answer in full sentences</li> </ul>	<p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Phonics (daily at FS &amp; KS1)</li> <li>• Reading for meaning (daily)</li> <li>• Guided reading (weekly)</li> <li>• 1:1 reading with an adult (weekly)</li> <li>• Promotion of reading for pleasure (continuous)</li> <li>• Time for listening to a teacher read aloud (daily)</li> <li>• Reading books changed when ready (twice a week)</li> <li>• Age-appropriate development of comprehension (weekly)</li> <li>• Use of big books as well as visualiser/IWB (where possible)</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Topic-based opportunities (termly)</li> <li>• Vocabulary building (continuous)</li> <li>• Teacher-modelled writing (weekly)</li> <li>• Develop love of writing (continuous)</li> <li>• Develop stamina (continuous)</li> <li>• Extended writing (fortnightly)</li> <li>• Uplevelling opportunities (weekly)</li> <li>• Develop pride in presentation (continuous)</li> <li>• Handwriting practice (weekly)</li> <li>• 1:1 oral feedback (fortnightly)</li> <li>• Next step marking (daily)</li> <li>• All children to always have one key target to improve their writing which they are able to tell any adult when asked (continuous)</li> <li>• Fix-it time (daily)</li> </ul>
<p style="text-align: center;"><b>Spelling, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Oral starters reinforcing taught skills (daily)</li> <li>• Weekly taught lessons</li> <li>• Use of specific programme in each year group (continuous)</li> <li>• Spelling homework (weekly)</li> <li>• Termly SPAG assessment, progress tracked</li> </ul>	<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Daily practice of the basics (four rules, number bonds, doubling/halving, tables etc)</li> <li>• Mental maths daily</li> <li>• Opportunities to apply skills/strategies (daily)</li> <li>• Fix-it time (daily)</li> <li>• Focus on vocabulary (continuous)</li> <li>• Challenge opportunities (daily)</li> <li>• Open-ended investigation and problem-solving activities at least once per unit (fortnightly)</li> <li>• Follow presentation format as detailed in Presentation policy (continuous)</li> </ul>	<p style="text-align: center;"><b>Other aspects</b></p> <ul style="list-style-type: none"> <li>• Success criteria in every lesson (continuous)</li> <li>• Weekly PE</li> <li>• MFL in KS2 (30 minutes weekly)</li> <li>• Challenge activities identified by writing the word ‘Challenge’ in the children’s book and underlining it (continuous)</li> </ul>



## ***Classroom Environments***

The surroundings in which children learn can greatly influence their academic performance and wellbeing. In other words, the better our school looks, the more it inspires the people inside it. A well cared-for classroom and school can make pupils feel that what they achieve and how they themselves are perceived is important.

In our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

Classrooms should be bright, well-organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. Different teachers have different likes/dislikes about how to organise their classrooms. However, to ensure a sense of security and consistency across the schools, the points below need to be taken on board in all classes.

- Class rules/code of conduct is on display in all classes.
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- Basic equipment (pens/pencils/rulers...) is out on tables at all times – pupils do not have to waste time getting rulers/pencils from trays etc. In KS2 reading and spelling books should be on the table at all times.
- All trays are clearly labelled – word processed, not hand written.
- Groupings, e.g. Mathematics, Writing etc are on display in the class.
- Displays are a learning resource – they are not just a reflection of previous learning. All displays are labelled and changed at least termly.

Last reviewed	October 2018
Next review due	October 2021