Long Lane Primary School

Teaching for Learning Policy

Date	Description
21st January 2016	Agreed by the Curriculum Committee

Review Schedule	Annually
Next Review	January 2017

Aims

The aim of the Teaching for Learning Policy is to make explicit the shared and agreed principles and practices upon which teaching and learning are based at our school across all areas of learning.

We aim to develop a 'love for learning' within a creative skills based curriculum where every individual is valued for his/her unique contribution.

We aim to provide pupils with the knowledge and skills needed to become critical thinkers, ready to embrace local and global challenges.

Responsibility

This policy is the responsibility of the staff and governors. It will be implemented by the classroom teachers and be co-ordinated by the Headteacher.

Policy Statement

At Long Lane Primary *learning* is:

- Acquiring, developing and applying knowledge and skills.
- Understanding through the combination of applied skills and discovery.

Learning and teaching is at the heart of Long Lane Primary School. Learning in our school is a collaborative process between adults and children; between school and home. Assessment for learning lies at the heart of this process.

Each child has an entitlement to a programme of learning experiences which offers the maximum opportunity for development, is adequately resourced, takes place within an attractive and efficient environment and is presented in a planned, varied and stimulating way.

We will follow the Curriculum Guidance for the Foundation Stage in order to meet the Early Learning Goals.

The requirements of the National Curriculum, for Key Stage 1 and Key Stage 2, will be met through both integrated or themed approach and subject specific approaches as outlined in the schemes of work.

In order that they reach their full potential, Teaching for Learning should ensure that each child:

1. Develops interest and motivation in their work.
2. Derives satisfaction from a sense of achievement.
3. Has confidence in his/her ability to work at an appropriate level.
4. Is offered a curriculum with breadth and balance.
5. Has equality of access to the curriculum.
6. Experiences continuity and progression in his/her learning.
7. Is continually supported and challenged.
8. Experiences a range of learning methods.
9. Is involved in both integrated and subject specific activities.
10. Works individually and as a member of a group.
11. Has his/her progress monitored and recorded.

This policy statement and the programmes of work will provide a framework for each teacher to plan on a termly and weekly basis for the needs of the children.

Procedures:
All staff and associated stakeholders should familiarise themselves with the accompanying document entitled "*Teaching for Learning Guidance and Procedures*" and the school's "*Curriculum Policy*".

Teaching for Learning Guidance and Procedures

1. Expectations

Maintain high expectations of both yourself and all pupils at all times.

Have high expectations of and insist upon the very best of all pupils in relation to:

- **Behaviour** - please refer to the Whole school policy
- **School Uniform**- It is expected that children wear a school uniform. If a child does not wear school uniform they should be spoken to by the class teacher and encouraged to do so.
- **Jewellery** -For health and safety reasons jewellery should not be worn at school except for ear studs and watches but the school can take no responsibility for these and they need to be removed before PE activities. If a child wears any other jewellery at school the class teacher should put it somewhere safe for the day and speak to the parent/carer at the end of the day.
- **Quality and amount of work achieved**- Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work.

2. Display

Displays should be changed regularly and all children should have opportunities to have their work displayed. Displays, which have become tatty should be taken down or at least repaired.

Artefacts, natural objects, 3D work, fabric, can be used to enhance display.
There should be borders; children's names written on work and explanatory labels, linked to learning objectives and success criteria when appropriate. Lettering should be of a high standard; computer generated or written by hand.

- Every classroom should have all displays completed by the first half-term.
- Conditions for learning should be completed in every class by the end of the first week back.

Conditions for Learning

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school.
The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning.

As a school we will have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process.

We will do this by ensuring that each classroom has:

All subjects

- Learning objectives and success criteria that are shared with the children at the start of the lesson and then used as a tool throughout.
- Clearly labelled resources.
- A 'House Point' chart and 'Good to be Green' Charts.
- At least 2 displays showing children's work, supported with key questions about the learning processes involved, in the classroom or corridor areas.

• Displays that are interactive and demonstrate the use of key vocabulary.
• Interactive tables / areas- displaying equipment and resources, where space allows.
• A balance of displays reflecting the cultural diversity of the class .i.e.-photos and maps.
• Examples of good presentation.
• A class timetable / duties / assembly rota on display.
• Displayed near the computers the Internet use-Code of Conduct, (age appropriate).
• A display of the Class charter (Jigsaw).
• The Golden Rules displayed.
• The School Vision displayed.

English

• A 'working wall' with up to date 'modelled' examples and references to the key learning objective
• A VCOP display showing Sentence openers, connectives, wonder words, punctuation pyramids, key sight vocabulary.
• A display of key spelling words for the term/year taken from RWI
• An attractive and inviting book area/ corner
• Alphabet Frieze/sounds charts –YR, Y1, Y2, Y3

Maths

• A 'working wall' with up to date 'modelled' examples and references to the key learning objective
• A display of the 'stages' for addition, subtraction, division and multiplication (from Calculation policy)
• Times tables (Y1 upwards), number bonds, shapes and relevant key vocabulary for number
• Interactive table or area displaying equipment and resources, where space allows
• Maths equipment trays with clear labels

3. Classroom management

Children should be trained in classroom routines relating to tidiness and order. The children should:

• Be 'trained' to use resources.
• Understand the school's 'Golden Rules'.
• Be clear about the school behaviour policy and procedures.
• Be encouraged to participate in the House point system and Achievement awards.
• Aspire to be class monitors/ jobs and to tidy and care for the room and equipment i.e. playground equipment.
• Practise lining up and moving around the room i.e. getting from the carpet to chairs in an orderly manner.
• Be shown how you expect them to sit on the carpet or sit in their chairs.
• Know how you want them to stop and listen.
• Be encouraged to raise their hand if they wish to speak to an adult in class or assembly.

Where possible and applicable to the learning, groupings of children should be varied throughout the day e.g. - ability based, mixed ability based, individual, pairs, small groups, larger groups, gender based groups, etc

4. Routines

Children will enter classrooms from 8:45am with the school day beginning at 8.55am. During this morning time, 'Right-brain rituals' should be carried out. *(Examples can be found S:2013-14_14/Morning Starters Right_brain rituals)*
Children should be encouraged to self-register and make their lunch choice on the IWB/computer. These should be completed by 9:00am
At play and lunchtimes the hand bell signifies the end of play. Children will be collected from the playground by their class teacher or teaching assistant. Upper Junior children can walk back into the classroom as an alternative.

At the end of the school day:

- Reception and KS1 will be collected from their classroom by a parent or carer.
- KS2 will be collected from the playground by a parent or carer.
- In Year 5/6 parents can choose to allow their child to walk home on their own.
- If parents are late to collect their children then they are taken to the main foyer where they will be supervised.

5. Planning

There are three kinds of planning detailed below: **a) Long term planning, b) Medium term planning and c) daily planning.**

a) Long term planning

The National Curriculum 2014, for all statutory subjects, Berkshire Agreed Syllabus for RE and 'Jigsaw', for PHSE & C, provides detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
The school produces a curriculum map using 'Skills' as a focus. This breaks up the curriculum areas (as below) for all three key stages (FS,KS1,KS2) into manageable termly blocks. This ensures breadth and balance in curriculum provision and continuity and progression from term to term and year to year.

Themes

Longer term planning organises the year curriculum into 6 terms.
Teachers, in teams, choose one each term from:

1. History (Event or person)
2. Geography (Place)
3. Book
4. Artist
5. Media/Performing arts (Music/Dance)
6. Science

Eg.

Term	Year Group	Theme name	Skills main focus	Skills additional focus
1	5/6	Charlie & the Chocolate Factory	Book – English & DT	Music
4	3/4	Survival of the Fittest	Music & Dance	English & Science

Teachers can the use 'Termly' or 'Theme' Planning Sheets. Planning should be carried out in teams in order to ensure continuity but to also develop ideas. Teachers should take the learning entitlements and objectives from the curriculum map and the **Essential Opportunities** documents (see below) for each subject area and turn these into programmes of work for each term, mapping out what needs to be done week by week in order to achieve these goals. Consideration should be given to creative cross- curricular links. The plans should include notes on:

• Statutory assessments.
• Non-core assessments. Ie PUMA, NVR etc.
• Themed weeks.
• Planned educational visits.

Teachers need to keep a copy of their Long Term Planning in their teacher's file for monitoring by Head, Deputy Head and Middle leaders (Maths, Science and English)

Curriculum Essential Opportunities

These are available for the following subjects:

- Art and Design
- Computing
- Design Technology
- Geography
- History
- Languages
- Music
- PE
- Personal Development

Maths/ English/ Science

Please refer to the guidance in each policy.

b) Medium term planning

Teachers should look at the medium term plans to construct their **weekly planning** and share with Teaching Assistants. The medium term plans should:

- Turn the learning objectives from the termly plans into the actual teaching and learning activities that will take place including broadly differentiated activities.
- Include clear success criteria, the expectations of exactly what the children have to do in order to achieve the Learning Objective
- Be annotated to reflect SEND/ EAL/G and T provision for each class e.g. IEP targets, classroom assistant support, peer support, differentiated activities.
- Detail how any adult support will be used e.g. TA's
- Be annotated daily- recording any changes that have occurred and whether what was planned was actually covered.
- Be assessed daily. The main focus of day to day assessment is the impact it will have on your teaching for the next lesson; (annotate planning) and catch up programme for pupils who need extra support.
- Detail how the teacher's time will be used e.g. to work with a particular group (focused teaching).
- Describe how the use of IT will support learning
- Include varying types of Questioning including higher order questions.

- List key vocabulary for each lesson.
- Medium term planning must be available for supply teachers to follow and kept in their teacher's file for monitoring by Head, Deputy, Assistant Head and subject leaders (Maths, Science and English)

c) Daily planning

Teachers may need to adapt their planning on a daily basis to reflect the needs of the children in their class. Daily planning should be shared with Teaching assistants. These plans should be 'adapted medium term plans' but can be in any form the teacher decides.

6. Teaching

The teacher is responsible for ensuring the following:

• Confident **teacher knowledge and understanding** of the subject matter to be taught

• **Pre-planning** of tasks, activities, pupil grouping arrangements and resources

• A clear statement to pupils of the intentions of the session i.e. a clear explanation of the **learning objectives** of the lesson. **(The learning objective must be shared verbally or clearly written up on the board)**

• A clear explanation to pupils of the activity and expected outcome through the use of the **success criteria.**

• Effective teacher input which ensures good pupils understanding (eg Use visual images and practical activities to support explanation / understanding, ensure that **key ideas and words** are shown on the board).

• Appropriate pupil work; **activities** which help **pupils explore, develop and practice the new learning in order to achieve the learning objectives.**

• Thorough **resourcing** of such activities (with additional resources to support some pupils/ stretch others).

• Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring the **more able are stretched and less confident are supported.**

• **Time targets** may need to be set to ensure pace. Children should be reminded of this at appropriate moments.

• **Expectations** of pupils work need to be made clear e.g. quantity of work, presentation, other qualities pupils should be maintaining in their work.

• The teacher needs to have planned how they will use **their time** whilst pupils are at work. Give consideration to:

  - Checking that the introduction and the tasks being worked upon are proving appropriate to the different needs of different pupils
  - Working with/alongside particular pupils to support / stretch them
  - Assessment of pupil's progress

• General circulation around the class should be avoided except in so far as it enables the teacher to double check everyone is successfully on task, or to assess pupil performance.

• Activities should be **reviewed** - reinforcing the learning which it is hoped will have taken place

• **Marking and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next.

• **Assessment for Learning** – to use the lesson format for Assessment for Learning, including peer and self-assessment when appropriate.

• **Reflection** – this could take the form of answering a key reflective question or identifying (in an age appropriate way) whether their learning was New Learning (NL), Consolidated Learning (CL), Treading Water (TW) or Sinking (S).

Lesson Format for AfL

a. **Revision of previous lesson**.
Discuss findings of yesterdays completed work.
Children read annotated marking, discuss and respond (age appropriate)

b. **Introduction to lesson**.
Share learning objective (verbally or on the board)
Share the success criteria (verbally or in written form)

c. **Main part of the lesson**.
Use of mini-plenaries/pit-stops to check the success criteria.

d. Plenary.
Children self assess: - (age appropriate)
Have I achieved the success criteria?
Explain what I have achieved, what I need to achieve next?
Reflection
NL/CL/TS/S

e. Teacher assessment of lesson.
Mark books – use of annotation
Daily evaluation – day to day assessment
Annotate plans – for next lesson

7. Marking Guidance and Procedures

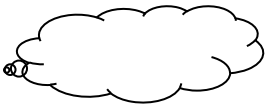
- Marking is the teacher's day to day / week to week means of assessing pupil progress and, thereby, of planning work to meet pupils' needs.
- Marking, therefore, is a part of assessment and **informs future planning and teaching.**
- Teachers should mark clearly in a different colour to the child's work, ideally using the purple pen.
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential. E.g. through the use of house points.
- All marking will relate to a clear learning objective.
    - Some pieces of work may be marked with a single tick or an appropriate stamp to show that the learning objective has been met.
    - Incorrect spellings may not always be corrected.
    - Presentation may be marked if the written work exceeds the expectations, there is an improvement or it needs addressing.

- Children's **maths** work needs to be marked **daily.** Formative marking should be given at least once a week (age appropriate).
- Children's **English** work needs to be marked daily. Formative marking should be given at least once a week (age appropriate) in either the children's daily English book or their Big Write book.
- Formative marking at Long Lane is;
  S - 1 star, e.g. one aspect which has been done particularly well.
  D - 1 wish, e.g. one area that they need to develop.
  Q - 1 activity which relates to moving their learning on, e.g. a question, a task, a try this, etc. which is written in a bubble.
  e.g.
  S - Connectives
  D - Wow Words
  Q – Write two other words you could use for "said".

  You can substitute the letters "S", "D" and "Q" for symbols instead.
- Daily marking at Long Lane is;
  The use of stamps, ticks or smiley faces to show that the learning objective had been achieved
- In the core subjects, books need to be marked as soon as possible after the lesson so that feedback can be made. If the child needs to take action this will also give them the opportunity to read and respond.
- Children should, therefore, be given classroom time to respond to the teacher's marking. Children will respond to written comments through "Read & Respond" time either during a lesson or at a specific timetabled time.
- Appropriate comments or prompt questions will be written in language that the child understands. (This may assume having comments read to them for non-readers).
- All other work i.e. humanities, art, DT, RE etc, needs to be marked at least once a week and clearly linked to the learning objective. Teachers should use their judgement in how detailed this marking should be. Clearly, depending

on the nature of the piece of work, teachers will mark some work in more detail.

Marking Code

Sp or _____	**…..**	Spelling to be looked up and corrected
R	**…..**	Use ruler
C	**…..**	Check work/correction
A circle drawn	…..	Shows where a piece of punctuation is either inaccurate or missing
▲	…..	Word missing
	…..	An action that the children need to respond to

Additional Codes

Self-Assessment Learning Ladder =
NL (New Learning) **CL** (Consolidating Learning) **TW** (Treading Water) **S** (Sinking)

Completed work = **G** (Guided group work) **I** (Independent work)

8. Presentation

- All pupils should be taught to hold writing tools correctly, to sit properly and to hold their book or paper at a suitable angle.
- The use of rubbers will depend on the aim of the lesson, e.g. in Maths and handwriting lessons they should not be used, whilst in work being prepared for presentation they may be used.

KS1

- KS1 pupils should write with a pencil.
- In the Foundation Stage work will be dated by an adult.
- By the end of Year 1 children will write the date in number form in all books.
- Year 2 children will write the date in number form except for English where the date will be written in full.

KS2

- All work is to be dated. In Mathematics, Science and D.T. it may be written in numbers, e.g. 12/11/13, whilst in other subjects it should be written in full, e.g. Tuesday 12th November 2013.
- The use of pen and ink is encouraged for all Key Stage 2 pupils within written work, when letter formation is correct and joining is accurate. The decision will be made by the class teacher as to when a pen licence will be awarded to a pupil.
- KS2 pupil should write with a joined cursive script.
- When working in books, a line will be drawn using a ruler at the end of one piece before commencing the next.
- In maths, pupils should work in pencil. One digit should be put in each square.
- Pupils entering the school in the later stages with a clear, legible, joined handwriting style will not be expected to change their style.

9. Shared Learning Expectations

	Key Stage One (KS1) *Year 1 & 2*	**Key Stage Two (KS2)** *Year 3, 4, 5 & 6*
Reading	10 minutes daily with an adult (adult to sign in the Reading Record on each occasion), with children being encouraged to reread books (up to three times). Common exception word lists to be practised at home. When the child can read a word they receive a tick and this indicates that they know the word by sight. Once the list is completed they will be given a new list.	**Y3/4 =** 10 minutes daily with an adult (adult to sign in the Reading Record on each occasion), with children being encouraged to read books twice. **Y5/6 =** 10 minutes daily at home. Reading records to be signed by an adult at least once a week.
Shared Learning	Given out at the beginning of each half term; tasks are topic related. All shared learning is recorded within a shared learning book which is taken home.	Given out at the beginning of each half term; task grid with a range of maths, English and topic related tasks. Children choose which tasks they complete according to the criteria given, e.g. a minimum of two maths tasks, two English tasks and one topic task. Shared learning is marked at the end of the theme (end of half term). All shared learning is recorded within a shared learning book which is taken home and brought into school on a Friday.
Big Write	Talk homework every week linked to Big Write.	
Reflective journals		To be shared with parents at home.

KS2: ***Incomplete and/or failure to hand in on time will result in shared learning being completed at lunchtimes. Where there is no evidence in their reading record of children reading daily, they will then read at lunchtime reading club.***

Linked policies: Maths English Science Early Years Assessment and record keeping PHSE & C E-safety SEND Behaviour Off-site activities Length of the school day Anti-bullying Shared learning Uniform Collective worship	**Linked documents:** Home-School Agreement Teaching British values Berkshire Agreed Syllabus for RE Jigsaw PHSE & C Curriculum Essential Opportunities: • Art and Design • Computing • Design Technology • Geography • History • Languages • Music • PE • Personal Development