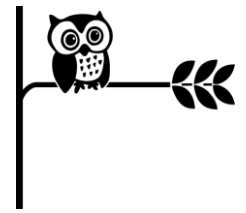# Oswald Road Primary School

Teaching and Learning Policy

Policy approved by Teaching and Learning Committee: November 2021

Headteacher: Deborah Howard
Chair of Governors: Peter Martin

To be reviewed in 3 years: November 2024

Teaching and Learning Policy

Our classrooms are a balance of consistency and individuality. A place where children feel valued and nurtured, where not knowing is learning. A culture where learning extends beyond the classroom and embraces the 21st Century.

At Oswald Road we aim for all of our children to leave the school with the following skills/attributes:

Happy
Respectful
Inspired to Learn
Independent
Aspirational
Creative
Self-confident
Resilient
Compassionate
Well rounded

We believe strongly that the teaching and learning that takes place in our school will contribute significantly to achieving this aim.

Our children learn best when:

- lessons are well planned and well sequenced
- they are engaged, challenged and understand clearly the purpose of what they are learning
- teaching and learning activities take account of what they can already do and therefore enable them to make personalised progress
- there is clear progression mapped out across a subject
- the curriculum is mapped out to give children opportunities to know more and remember more
- Links are made to prior learning
- they are encouraged to make independent choices within their learning
- learning is contextualised

*****

It is worth noting that each subject has a detailed Subject Intent document which outlines their subject's intent and implementation in detail.

*****
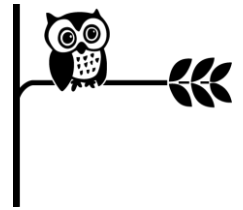
Teaching

At Oswald Road, we are proud of the diverse nature of our staff. We know that all of our teaching and support staff bring unique qualities to their classrooms and this individuality is something that we celebrate. The policy for teaching and learning sets out the expectations we have for all staff and alongside this, teachers are guided by the Teacher Standards.

1.0
We recognise that all teachers will plan differently and that the detail within plans will vary from teacher to teacher. Where unit plans are provided, teachers are expected to follow them to ensure the curriculum is covered fully.

1.1
When planning as a year group, teachers must ensure that colleagues can interpret any shared plans and that all plans are adapted to specifically meet the needs of learners within a class. teachers must provide plans to colleagues (including TAs/specialist support staff) within a mutually agreed time frame.

1.2
All teachers are responsible for planning sessions that will enable **all** learners to make personalised progress. They will take account of what the children can already do in order to move their learning forward. Gaps in learning will be clearly identified.

1.3
Teachers are responsible for ensuring that all groups/individuals are challenged appropriately in all lessons, using on-going assessment to tailor the activities accordingly. The pitch of all lessons should be appropriate.

1.4
Children with SEND will be planned for separately when accessing a different curriculum.

1.5
All teachers are aware that our approach is one of a knowledge based curriculum – supporting our children to know more and remember more.

1.6
Teachers will model high standards at all times – this includes modelling of Standard English and   handwriting that models the standard we teach.

1.7
Teachers will ensure that pace within a lesson is appropriate.

1.8
Teachers are accountable for the progress of all children within their class and must ensure that any concerns about the progress of individual children are highlighted   to Phase Leads and/or SENDCo.

1.9

Teachers are responsible for ensuring that there is consistency across the curriculum and that standards remain high in all subjects. Teachers should apply the same level of rigour across all subjects.
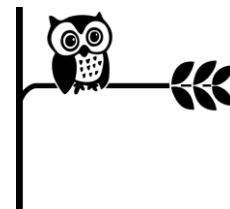
1.10
Teachers are responsible for ensuring that learning environments are welcoming, purposeful and well organised. Teachers will make sure the Classroom Non-negotiable list will be in place within their rooms.

1.11
Teachers are responsible for ensuring that all children have the correct resources and equipment to support their learning.

1.12
Teachers are responsible for providing children with verbal or written feedback.

Learning

2.0
We expect a broad and balanced curriculum to be delivered to our children.

2.1
We expect all learning to be purposeful and contextualised where possible.

2.2
All pockets of time should be effectively utilised to support learners in making personalised progress.

2.3
We expect all learners to be encouraged to make independent choices. This will be promoted and celebrated in each of the key stages.

2.4
Children at an appropriate age (expected in Year 2- Year 6) will be involved in self and peer assessment where appropriate, developing a more detailed understanding of exactly what they have done well and what they need to do to make further progress as they move through the school. The children will develop these skills under the guidance of their teachers.

2.5
The children will become more accountable for their learning (including high standards of presentation) as they progress through the school. The teachers will have high expectations for this, modelling where necessary and celebrating achievements in this area.

2.6
We expect all learners to approach learning with enthusiasm, fostering this approach under the guidance of their teacher. Children will feel secure and understand that making mistakes is part of the learning process.

2.7
We expect all learners to respond positively to challenge and as they progress through the school, recognise the value in challenging themselves.

2.8
We expect all learners to feel valued and equal.

2.9
We expect all learners to respond appropriately to marking and feedback and for teachers to support the children in understanding and using this process as a tool to effectively support learning and progress.

2.10
Pre-teaching of vocabulary, workshopping (chance to work for short bursts of time with a child in the lesson, where specifics are praised and precise targets are given) and verbal feedback will be an integral part of all learning. Where a pupil has not achieved or understood a task, teachers will follow up in a range of ways to support progress   . Pre-teaching of vocabulary will be used as a tool to support   all our children's understanding   .

2.11
We expect a range of opportunities for the children to edit their work.

Feedback and Marking

Aim
- To contribute to pupil progress and achievement
- To contribute to   self-confidence, pride and ownership of their work;
- To have consistent and manageable practices;
- To use marking and feedback to inform assessment;
- To encourage opportunities for both self and peer assessment;
- To provide frequent feedback of a consistently high quality.

Principles of marking and constructive feedback

The key purpose of marking and feedback is to support the child in their learning journey. Marking and feedback should:

- recognise, encourage and reward the child's effort and achievement, and celebrate success;
- be linked to the learning objective/success criteria
- be meaningful to the individual child;
- give clear indicators of the next steps in their learning;
- be part of an ongoing dialogue with staff and the child;
- encourage the child to reflect on their learning;
- inform assessment and future planning.

A positive attitude will be engendered at all times in open discussions. In order to encourage and avoid destroying a child's confidence, teachers will avoid marking / feeding back on every single mistake. It is better to pick out the most relevant mistake for the particular child so that this may be used for future reference.

The school recognises that feedback and marking needs consistent application, but that responses must cater for the developing needs of the children. Marking should encourage children; therefore the teacher response is very important.

At Oswald Road Primary School we embrace the principles of assessment for learning that involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of assessment for learning is using marking and feedback strategies. Sharing learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

To ensure consistency in approach, at Oswald Road we have agreed Feedback Expectations which are listed below.
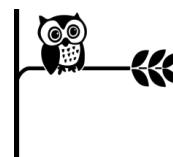
Feedback Expectations

Key Stage Two

English:

- Feedback around the room throughout the lesson. Individual, group, full class.
- Success criteria – where used, children to tick and teacher to correct if wrong and put a star if not done at all, so children know what to go back and add / add when editing or redrafting.
- Children to add what else they added onto the success criteria
- Tick on exact point that is well used. Double tick on exact point which is excellent.
- Codes down the side (as per marking menu). Dependent on child, letting them find where that error that needs work is
- Marking questions – for example, grammar focus. These may or may not be recorded in books.
- Use of 'Target: …….'
- Many opportunities given for editing and re-drafting.
- Use of RT for raffle tickets

- Live marking (ie workshopping). Using the above as the children are working to allow mini targets, other children to hear what is going well so they can attempt to try it etc
- Self-mark starts or plenaries – eg underline all pronouns etc
- No use of stamp
- No need for positive comments at the end as this will be done via feedback.
- No use of pink and green
- No use of stars and wishes
- Expectation that children respond – eg if 'sp' in margin, they find the spelling and correct it.

- *Children have commented the most effective English marking is where they get to go back and add / make it better. The above allows for this*

Maths

- Feedback around the room throughout the lesson. Individual, group, full class.
- Live marking – for example modelling
- Fluency questions marked by the children via feedback from adult
- Problem solver questions marked by the children via feedback from adult
- For the above two, there is the expectation the teacher is fully aware on what the child has right / needs work on. This is critical for this to work – it just doesn't need noting in book via tick etc
- Reasoning questions marked by the teacher and focused on in terms of developing accuracy. Would still go over these on the board – the marking would be about focus and accuracy.
- Marking questions in place (eg what do you notice about…etc). These would focus on depth. These may often be verbal and not written.
- Extension / extra questions could be set / stuck in
- Via feedback, there will be the expectation that errors are corrected by the children. These corrections will be marked by the children via feedback.
- There may be some use of a note at top of page to say how many errors. The children can then find where the errors are.
- No use of stamp
- No need for positive comments at the end as this will be done via feedback.
- No use of pink and green
- No use of stars and wishes
- T or TA for individual questions child had particular support with

- *Children comment the most effective maths marking is when they find errors and can re-do them. Also, when the adult models strategies. Modelling of strategies may well be found in the book, however there is no expectation as this may be done on white board / on CTouch in small group etc*

Science and Foundation Subjects

- Any reading comprehensions are self-marked via feedback
- Marking questions may be recorded in books or discussed verbally.
- Deep questions will be considered when planning to ensure opportunities throughout the sessions
- Any extended writing will marked / responded to in line with English (see above)
- During each session, there will be feedback via individual, group and whole class.
- No use of stamp
- No need for positive comments at the end as this will be done via feedback.
- No use of pink and green

- No use of stars and wishes
- Chances to share and discuss with other children in the class
- Pre / post – children will add during the unit in green so learning is evident to all

- *Children have only commented on marking questions being effective in science, although it is clear they like positives. Positives will be given through the session and children can gain raffle tickets (no need to write in books)*

Year Two

- TA/T to be used to show when work has been supported. All other work presumed to be independent (doesn't need to be written unless helpful).

- No use of VF (verbal feedback is assumed).

- Green pen to be used when responding to marking.

- Response to marking in English can focus on handwriting and spelling. Children will practise mistakes 3 times or more. Some children may be asked to correct spellings themselves (not copying teacher's spelling). Children may also be asked to re-write sentences to support them making sense, asked to edit grammar or uplevel sentences.

- Response to marking in Maths can focus on 'basics' such as number formation. Extension questions in response may be used. Ticks and crosses will be used to help children identify corrections.

- Some response to marking should be done in lesson time but some may need to be done at other points (eg: SODA) This time may be used when a longer response is needed eg: marking questions.

- Stamps/good work stickers can be used to ensure there is still a feeling of positivity in the books. They will not be used for every piece.

- Marking questions should be being used consistently for all children in History, Geography, science and RE. These may be verbal, written, scribed or recorded on Seesaw. They will support depth and provide an assessment opportunity.

Year One

- When a learning objective is achieved, a purple tick is put next to the objective. When an objective isn't achieved , a purple dot is put next to it.

- Presumption work is independent unless otherwise stated via coding

- No use of VF – verbal feedback is assumed

- Response to marking should focus on letter formation/spelling in English. Write a couple of corrections under their work then they can practise them. They should do this in pencil rather than green pen. These corrections should be done in the lesson (as much as possible). For more able children, they may be asked to uplevel a sentence or re-write a sentence.

- In Maths, response to marking would be number formation, editing an error or, for more able children, adding to their reasoning etc.

- There wouldn't be any response to marking done out of the lesson

- Good work stickers to be used to ensure there is still a feeling of positivity in the books for the children. These are not used for every piece.

- The children don't have books for non core subjects. Effective questioning will be in place and where appropriate response to specific questions may be recorded on Seesaw.

Codes and Symbols
Day to day marking will involve the use of marking codes:

- **I**   Independent work (where necessary)
- **T/TA**   Teacher/TA support
- **C**   Cover

- **Sp** Spelling
- **P** Punctuation
- **G** Grammar
- _____ or O   Underline or circle pertinent spelling errors / to highlight punctuation or grammar errors (sometimes this won't be needed and it will just be the coding in the margin sp/p/g)

- ^ Missing words
- // New paragraph

- √ Tick correct answers
- X Incorrect answers

Foundation stage

In the Foundation Stage children are given feedback orally in a way which encourages them to value their learning and to be aware of their next steps.

In their writing books, XXXX

Teachers/TAs to indicate level of support given using the following codes:
I = Independent **S**= Support