Oswald Road Primary School
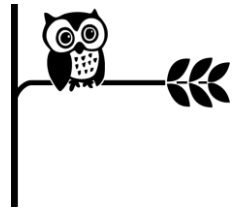
Staff Policy

Teaching and Learning Policy

Policy approved by Chair of Teaching and Learning Committee: February 2018

Headteacher: Deborah Howard
Chair of Governors: Richard Price

To be reviewed in 3 years: February 2021

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
- 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
- they are encouraged to make independent choices within their learning
- learning is contextualised

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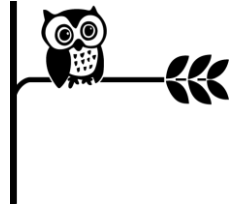
At Oswald Road, we are proud of the diverse nature of our staff. We know that all of our teaching and support staff bring unique qualities to their classrooms and this individuality is something that we celebrate. The policy for teaching and learning sets out the expectations we have for all staff and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

1.1
When planning as a year group, teachers must ensure that colleagues can interpret the plans and that all plans are adapted to specifically meet the needs of learners within a class. The responsibility for planning remains with individual class teachers. All 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 on the tracking system.

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
Teachers will value the input of our children and families when planning learning activities and will promote the significance of this collective approach.

1.6
Teachers will work to engage the children using an enquiry based approach to learning and educational visits.

1.7
Teachers will model high standards at all times – this includes modelling of Standard English and neat handwriting.

1.8
Teachers will ensure that pace within a lesson is appropriate.

1.9
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, where necessary, to colleagues such as subject leaders, TLR holders, SENCo and SLT.

1.10
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.

1.11

Teachers are responsible for ensuring that learning environments are bright, purposeful and well organised.

1.12
Teachers are responsible for ensuring that all children have the correct resources and equipment to support their learning.

1.13
Teachers are responsible for providing children with verbal or written feedback within the expected time frame (further guidance can be found within the feed section of this policy).
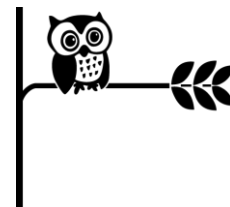
Learning

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.

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
There will be opportunities for child initiated learning, with the children playing an active role in planning and directing their learning.

2.5
Children at an appropriate age (expected in Y2-Y6) will be involved in self and peer assessment, 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.

2.6
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.

2.7
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.

2.8
We expect all learners to respond positively to challenge and as they progress through the school, recognise the value in challenging themselves.

2.9
We expect all learners to feel valued and equal.

2.10
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.

2.11
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, workshopping or verbal feedback during the next session will be carried out to ensure the pupil is back on track. Pre-teaching of vocabulary will be used as a tool to support our vulnerable groups.

2.12
We expect a range of opportunities for the children to edit their work.

Marking

Aim
- To contribute to pupil achievement, 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 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. A mass of symbols over a piece of work would totally bemuse most pupils and offer no benefit. Marking should be sensitive to the needs of the child.

The school recognises that 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. There is a need to value what has been achieved in relation to what was demanded of pupils. Thus, in English, as well as showing concern for spelling, sentence structure, punctuation etc., this should not obscure the key focus. Marking should help pupils avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the pupil. The marking of pupils' work should help future planning and should become the main vehicle for communicating assessment to the pupils.

Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct. High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the child's age and literacy development.

Stickers, stamps, smiley faces, House Points (or other in class rewards) may be awarded for good work.
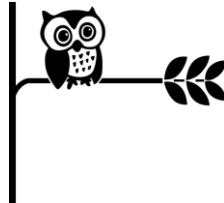
Codes and Symbols
Day to day marking will involve the use of marking codes:

Marking code
I   Independent work (where necessary)
G   Guided
T/TA   Teacher/TA support
C   Marked by an adult covering the class
*   Star (used in Two Stars and a Wish)
W   Wish (used in Two Stars and a Wish)
Sp Spelling

Tickled Pink and Green for Growth may also be used.

Mistakes worth noting will be identified through other symbols:
// New paragraph
O Highlight punctuation error/spelling error
^ Missing words
√ Tick correct answers
X Incorrect answers
___ Underline pertinent spelling errors

All children will be aware of our Marking Menu – for example, displays in the classroom (Year 1 upwards), stuck in the book (Reception).

Feedback

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.
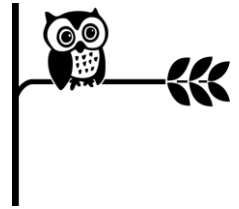
Written Feedback

Quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Feedback sets the child's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It provides positive feedback and promotes high expectations and progress linked to the main learning objectives.

Teachers will give children time to respond to the feedback they are given.

All teachers will mark work using the agreed marking codes previously outlined.

Early Years, Key Stage One and Key Stage Two have their own Marking Menus which they use to choose how they mark different pieces of work to ensure marking is most relevant.

Marking questions are used to create a deeper understanding of an objective or check for understanding.

Progression of marking through the school

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, they use stampers to draw attention to different elements of their work (eg capital letters, finger spaces etc) and pink and green is used next to these so the children are aware if it is a strength or something to work on. There will be verbal feedback and stickers.

Teachers/TAs to indicate level of support given using code:
I = Independent **S**= Support **G** = Guided

Key stage 1

In this phase the aim is to get the children more actively involved with the feedback process while continuing to value their achievements. Children should become increasingly confident about identifying their next steps. Teachers will use the Marking Menu as appropriate.

Teachers to indicate level of support given using code when appropriate:
I = Independent **T/TA**= support

Stamper symbols from the marking menu will be used to support the child with targets.

Children will have a chance to reflect on what has been marked on all days; this could be self-reflection or it could be a discussion with teacher/TA/peers. Children are to respond next to the comment or question where appropriate.

Self and peer marking can be introduced in year 1 but will be used more regularly by year 2. Children should use a different coloured pen/pencil to the teachers'.

Foundation Subjects

The level of marking will be appropriate to piece of work. The 'Tickled Pink' and 'Green for Growth' method may be used and where appropriate, teachers can use purple pens to write comments. (A piece of writing, for example, in topic should be marked as it would be in literacy in order to ensure consistency in standards and expectations)
Self and peer marking can be introduced in year 1 but will be used more regularly by year 2. Children should use a different coloured pen/pencil to the teachers'. Success criteria may be used to help children and adults structure their feedback.

Key stage 2

Emphasis throughout this phase should shift towards the children becoming more responsible for self and peer marking allowing for age and ability. They should be taking on more ownership and responsibility for their learning and have a secure knowledge of their next steps.

Teachers will use the Marking Menu as appropriate. This should include clearing up misconceptions and identifying next steps, allowing children the opportunity to work on these steps so marking is meaningful.

Children will respond in their books regularly. Children will do this in their green polishing pens. We expect there to be dialogue between children and teachers and that all comments by staff respond and relate directly to what the children produce.

Success criteria should be regularly used to give structure to children's and adult's feedback.

Peer marking and self marking (in green pen) should be used as much as possible to provide immediate feedback so that children can move on in their learning during the lesson. (Teachers will need to plan in time for the children to act on their feedback). The children can link 'tickled pink' and 'green for growth' into the peer and self marking, using pencil crayons of this colour.

Foundation Subjects

The level of marking will be appropriate to piece of work. The 'Tickled Pink' and 'Green for Growth' method may be used and where appropriate, teachers can use purple pens to write comments. (A piece of writing, for example, in topic should be marked as it would be in literacy in order to ensure consistency in standards and expectations) In topic, marking should be subject specific.

Peer marking and self marking (in green pen) should be used as much as possible to provide immediate feedback so that children can move on in their learning during the lesson. (Teachers will need to plan in time for the children to act on their feedback). The children can link 'tickled pink' and 'green for growth' into the peer and self marking, using pencil crayons of this colour.

Children should now be encouraged to write about their learning, discoveries, challenges and analyse their errors or mistakes – this will also be done using the green polishing pens.

Success criteria may be used to give structure to children's and adult's feedback.