



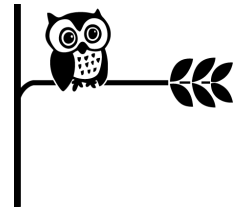
# Oswald Road Primary School

## Curriculum and Teaching and Learning Policy

Policy approved by Teaching and Learning Committee: January 2024

Headteacher: Deborah Howard  
Chair of Governors: Peter Martin

**To be reviewed in 3 years: January 2027**



## Curriculum:

### **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 takes into account what the children can already do and therefore enables 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
- children are encouraged to make independent choices within their learning
- learning is contextualised

Our overall curriculum rationale, intent, implementation and impact can be found with this link: <https://www.oswaldroad.co.uk/curriculum-classes/curriculum/>

Each subject has a detailed Subject Intent document which outlines the subject's intent and implementation in detail. These can be found via the same link. These are also found on school systems for all teaching staff to access.

Each subject has a clear Expectations document and this forms the basis of the practical expectations per subject area which all teaching staff are expected to follow. These are found on school systems for all teaching staff to access.

### **Subject leads are responsible for:**

- ensuring all children access the planned curriculum coverage, continuity and progression in the subject
- Outlining key strategies to support adaptive teaching in their subject (and in some subjects, specifically per unit)
- making sure that teachers are clear about the teaching objectives in lessons, understand the sequence of knowledge and skills development in the subject, and communicate such information to the children
- ensuring essential knowledge per unit is clear, with start and end points identified and clarity on prior learning
- evaluating the teaching of the subject in the school - using this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching

- developing effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop children's wider understanding
- supporting the effective and efficient management and organisation of learning resources, including ICT and enrichment opportunities.
- action planning and review
- writing relevant subject documents and keeping them updated including: subject intent, subject expectations, progression documents and coverage documents
- effective use of drop ins, book looks and pupil voice opportunities

### **Curriculum Lead is responsible for:**

- having the strategic lead on the content and focus of the whole school curriculum
- ensuring the curriculum is broad, balanced, diverse and inclusive
- ensuring the curriculum is relevant for school's community
- liaising with the Headteacher
- liaising with the Governing Body
- regularly reviewing the outcomes derived from the curriculum, to ensure it remains fit for purpose
- ensuring subject leads have a suitable amount of release time / time for subject lead activities
- ensuring SLT receive timely feedback from subject leads
- ensuring that staff development promotes high quality teaching
- ensuring Governors receive information updates about the overall curriculum and via subject lead visits
- liaising with the Headteacher to ensure sufficient time is allocated and funds and resources are available to deliver a high-quality curriculum, meeting statutory guidance
- monitoring the effectiveness of the school's curriculum through school self-evaluation processes. This includes reports from School Improvement Partners, Subject Leaders, Phase Leads, as well as a review of CPD sessions attended by staff.
- holding subject leads to account, including ensuring deadlines are met and actions are in line with school expectations and quality assurance opportunities
- overseeing classroom environments, ensuring school's 'non-negotiables' are in place linked to each curriculum area
- overseeing whole school displays, ensuring the school's broad curriculum is represented
- organising work with external consultants where appropriate

### **Teachers are responsible for:**

- delivering the designed curriculum
- progress of the children in their class in each curriculum area
- pace that allows for the curriculum to be delivered fully and effectively
- following the subject area's expectations (as set out in the Expectations documents)
- understanding the progression documents and how to use them in order to support effective teaching
- feeding back to subject leads on the effectiveness of unit plans
- organising trips and enrichments set out in the curriculum design
- Adaptive teaching to ensure all learners are challenged and supported appropriately
- Modelling high standards at all times– this includes modelling of Standard English and handwriting that models the standard we teach.
- Following school's 'non-negotiables' for display
- Ensuring the appropriate learning equipment and resources are used within lessons – liaising with Phase Leads or Subject Leads where anything needs sourcing

# Teaching and Learning

## **We aim to:**

- Provide consistency of teaching and learning
- Enable and support teachers to teach as effectively as possible
- Enable children to maximise their learning
- Give children the skills they require to become effective, lifelong learners
- Provide an inclusive education for all, where children feel valued and equal
- Learn from each other, sharing good practice
- Promote the highest possible standards for all learners

## **Lessons across school should include the following key elements to ensure high quality teaching and learning:**

- Clear learning objectives per lesson
- Children regularly self-assessing
- Children regularly having opportunities to proof-read and to address errors
- All learners being challenged and supported appropriately via adaptive teaching, which is clearly planned
- New material being presented in small steps
- Effective use of modelling and scaffolding including: live modelling; worked examples; partially worked examples; independent opportunities; scaffolding; big picture small picture; and metacognitive talk
- Independence being promoted
- Questioning being used effectively to check and deepen understanding with frequent use of cold calling; think pair share; show me boards; say it again better and probing questions
- Children actively engaged in their learning
- Children receiving regular, timely and effective feedback (see below for full details)
- Marking used effectively and in line with school expectations
- Children being given appropriate time to respond to marking/feedback
- Teachers supporting children to plan, monitor and evaluate their learning
- Teachers modelling their own metacognitive thinking
- Teachers planning opportunities for regular practise and review
- Vocabulary development being explicitly taught as an integral factor in understanding new information
- Teachers demonstrating a commitment to every learner's success
- High expectations of presentation
- Children feeling secure and understanding that making mistakes is part of the learning process.
- Adaptive teaching

## **Teachers are responsible for applying the above in lessons in addition to:**

- ensuring the appropriate learning equipment and resources are used within lessons – liaising with Phase Leads or Subject Leads where anything needs sourcing
- ensuring display and equipment is used in line with teaching and learning approaches
- using effective strategies from the teaching and learning 'suite', considering what strategies are most effective in each session: supporting progress of the children and a deep understanding of the children's grasp of different learning objectives
- effective pace of learning
- feeding back to Teaching and Learning leads on the effectiveness of approaches
- adaptive teaching to ensure all learners are challenged and supported appropriately

## **Teaching and Learning Leads are responsible for:**

- having the strategic lead on the Teaching and Learning approach across school
- liaising with the Headteacher
- liaising with the Governing Body
- regularly reviewing the outcomes of the approaches
- low-stakes drop ins to lessons
- promoting the sharing of good practice
- ensuring SLT receive timely feedback
- ensuring that staff development promotes high quality Teaching and Learning approaches, based on research
- ensuring Governors receive information updates
- liaising with the Headteacher to ensure sufficient time and funds are allocated to deliver CPD, support time for research and release from classes for sharing of good practice
- monitoring the effectiveness of approach through school self-evaluation processes.
- holding teachers to account
- leadership of Progress and Practice meetings (Practice element relating to Teaching and Learning) and supportive follow up actions
- overseeing classroom environments, ensuring display and equipment is used in line with teaching and learning approaches
- Updates to the Governing Body on impact and organisation of relevant school visits
- Keeping up to date with research and actively engaging in CPD

## 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 self-assessment;
- To provide frequent feedback of a consistently high quality.

### **Principles of marking and feedback**

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

- be timely and useful
- recognise and encourage
- be linked to the learning objective or 'every day 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.

Timely and effective verbal feedback is used most often, with specific use of marking. This takes into account the most effective way to feedback to children, whilst also taking workload into account.

A positive attitude will be a focus and 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.

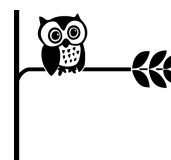
The school recognises that feedback and marking needs consistent application, but that responses must cater for the developing needs of the children. Marking should encourage children; therefore the teacher response is very important.

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 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 may be used by either the teacher, the child or both.
- Everyday Success Criteria is referred to consistently
- 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 next step – either written or verbal
- Regular opportunities within lessons (and at the start of the next lesson) for children to proofread, with a focus on spelling and punctuation. Children should also be encouraged to refer to their spelling booklets.
- Many opportunities for editing and redrafting.
- 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
- 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. The teacher is to still go over these on the board – the marking is 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 questions
- 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.
- 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

- Assessment questions marked and used

- Except for extended writing, marking/feedback should focus on the subject /learning objective
- 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.
- Chances to share and discuss with other children in the class

### **For all subjects:**

- No use of stamp expected
- No expectation 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
- No use of VF (verbal feedback is assumed)
- Green pen used for response to marking, proof-reading etc
- Teacher marking in purple pen

### **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 or . Incorrect answers

### **Year Two specific points:**

- 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).
- Response to marking in English can focus on handwriting and spelling. 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. Year 2 children will also start to proofread their work, with a focus on spelling. This may need to be guided by the class teacher.



- 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.

## **Year One**

- Presumption work is independent unless otherwise stated via coding
- Response to marking should focus on letter formation/spelling in English. Write a couple of corrections and the children 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.

## **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:

Teachers/TAs to indicate level of support given using the following codes:

**I** = Independent **S** = Support

There may also be other notes to support moderation (in purple pen)  
Modelling and scaffolding in yellow felt tip (eg a letter formation to practice)

