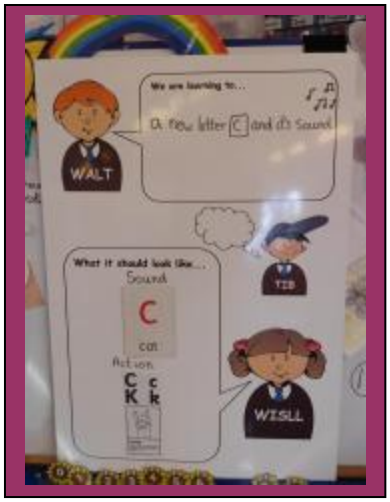


Teaching & Learning Policy 2015

Bringing home and School together.

High aspirations.

Nurturing everyone.

Pride in all we do.

Quality Education.

Aims and Purposes

At Sandown, our 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, we aim:

- *To provide consistency of teaching and learning throughout the school.*
- *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, enquiry based approach to teaching and learning, where good practice is shared.*

This policy outlines some of the key elements in teaching and learning at Sandown School which we have identified as pivotal to raising standards. It also sets out a ***broad structure*** *for lessons, based on best practice and research linked to how people learn.*

- Spontaneity
- Creativity
- Imagination
- Individuality

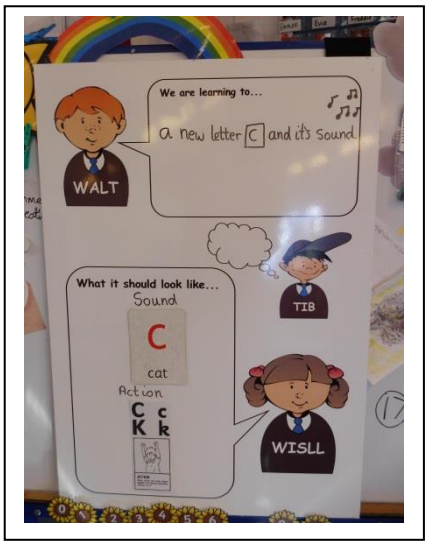
At Sandown School we encourage teachers to be individual, spontaneous and creative in their teaching while using the broad structure set out in this policy as a toolkit to enhance learning for all.

Key elements of teaching and learning at Sandown Primary

All lessons across our school include the following key elements of Assessment for Learning (AFL) to ensure high quality learning experiences for all pupils.

All lessons have…*Clear Learning Intentions*

- Context fee learning intentions are shared orally and displayed as WALT (we are learning to) during the main part of the lesson.
- All learning intentions are displayed on the WALT boards and shared in child friendly language.
- Learning intentions are written or stuck in books. Children begin to write the learning intention in their book when they are ready to do so.



All lessons have… *Well planned success criteria*

- All pupils are clear about how they will achieve the learning intention through the use of learning based success criteria known as WISLL (what it should look like).
- WISLL are displayed on the WALT boards for the children to follow during the main part of the lesson. They may be created with the children.
- Success criteria are made accessible for all through the use of pictorial WISLL when necessary.
- Children use the WISLL to assess their own or their partner's work during lessons.
- Children are reminded of the WISLL during the lesson using reflective time outs

All lessons… *Provide challenge through:*

Level Descriptors:

- Level Descriptors support all learners to understand how they can move their learning to the next level as well as providing a framework to enable independent learners to challenge themselves.
- Level Descriptors are planned and displayed in all Literacy and Maths lessons.
- Level descriptors are displayed in the classrooms as All, Most and Some. These provide a direct link to levels.
- Level Descriptors may be discussed during other subjects but do not need to be written.
- Sub levelled Level Descriptors in child friendly language are used as targets and will be found in the front of Literacy, Reading and Maths books for pupils working at or above level 1B. Pupils working below this level will have pictorial targets in their books to ensure they are able to access targets as a learning tool. Targets are for pupils use to ensure they are able to track their progress, learn the skills of self-assessment and encourage good behaviors for learning.

Questioning:

- Questions are used to assess knowledge and skills, guide thinking and provide challenge in classrooms. Teachers plan key questions for all lessons which support all adults in the classroom to consider the use of questioning in teaching and learning.
- Blooms Taxonomy is available in classes to support all adults in using deep questioning.

All lessons are …*Clearly differentiated to enable all pupils to access learning*

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- Learning intentions can be differentiated to ensure the curriculum meets the needs of all learners.

All pupils are…*Actively engaged in learning*

- Pupils are engaged during all parts of the lesson through creative teaching and use of resources e.g. artefacts and ICT
- Opportunities for discussions through partner talk are regular features in all lessons. Pupils are encouraged to use appropriate language and vocabulary when engaged in discussion with a partner.

Learning is enhanced through… *Marking & Feedback which enhances learning*

- AFL and effective marking is embedded in everyday practice and is used to inform teaching and learning, (see appendix 1, Marking and Feedback Policy).
- Peer and self-assessment is used to support children in using the learning intention and success criteria.

Learning is enhanced through… *effective use of Teaching Assistants*

- Teaching assistants support learning in the classroom through a range of activities.
- Planning is shared in advance with teaching assistants through weekly meetings. This gives the teaching assistants clear direction and support in directing and extending learning for groups and individuals.
- Teaching assistants question pupils around the WALT and WISLL to make learning explicit to pupils.
- Teaching assistants are involved in assessing pupils' understanding, recording observations and feeding back assessments to the teacher.

Learning is enhanced through… *Effective use of additional adults*

- Additional adults are clearly directed to support learning.
- They are clear about the learning and pupils they are supporting.

Learning Environment

In our school we believe that classrooms should be welcoming, well organised learning spaces with a wow factor to inspire learning. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of security and consistency across the school there are 13 non negotiables for the learning environment, these can be found in appendix 2. The main focus of these is to ensure:

- A wow factor in each class or year group to inspire interest around the year groups Learning Journey.
- A consistent approach to behavior management across the school.
- A consistent approach to learning intentions and success criteria.
- A consistent approach to displays as a learning resource – they are not just a reflection of previous learning. Working walls are used to support Maths and Literacy. All displays are labeled and changed regularly.

Appendix 1

Sandown School
Marking and Feedback Policy

Updated Sept 2015 Review date Sept 2016

Why Do We Mark Work and Give Feedback?

Marking and feedback must support the progress of the children as well as celebrate the children's achievements. It is also used by teachers to assess whether teaching input has been understood so as to adapt future planning and teaching to ensure the needs of all individuals are met.

This policy outlines the school's structures and expectations which support and enable children and teachers to achieve the above.

How We Give Feedback

Feedback can be either verbal or written but the principles of both are similar. These are listed below:

- Learning objectives (WALT) and success criteria (WISLL) should be displayed in every session. These are shared with children at the beginning of the lesson and at points throughout each session through reflective time outs. Feedback will then reflect the extent to which the child has met the learning objective and achieved the WISLL.
- Verbal and written questions support children to extend their thinking and should be based around the WISLL for the session.
- Comments need to be positive and constructive. They can celebrate the areas of the WISLL that have been achieved and point out possible next steps in the child's learning.
- Feedback should be given either during the activity or as soon as possible after completion of the activity.

Verbal Feedback

- Verbal feedback provides the children with immediate feedback, making it clear whether they have achieved the WALT and WISLL during the session. Verbal feedback is evidenced by meaning teacher feedback. The teacher should place a tally mark in the speech bubble to show each further discussion with the child on the same topic. Occasionally it is necessary to make a note of the support that the child was given for future reference by either teacher or child but it is not always necessary to note what was spoken about.

Written Feedback

- Written feedback is given in the form of Stars and Wishes. Stars are used to celebrate children's achievement against the WALT and WISLL. Wishes are used to indicate next steps in learning. Wishes will refer to the WISLL or level descriptors for the session unless there is an obvious gap in learning which would support a child's progress better than assessing against the WISLL. Wishes will sometimes be written as questions where this is appropriate.
- Written feedback by the teacher is used to mark in depth at least one piece of literacy and maths work a week. This may be when working with a group in a session or after the session has finished.
- Pictorial symbols can be used for feedback as part of Stars and Wishes; this can be especially useful for children who find reading the feedback difficult. The symbols on the following page can be used.

Written Feedback in Writing

When marking written work we may indicate some of the spelling and grammatical errors. We use the following marking code, as appropriate to the age/ability of the pupil, for this purpose:

Spelling error	**Underline** the word or part of the word that is incorrect. Pupils can then **either** copy the high frequency word written by the teacher in the margin or bottom of page using look, say, cover, write, check **or** look the word up in the dictionary to find the correct spelling and then write it out.
Punctuation	**Circle** incorrect or missing punctuation including capital letter.
Omission	Use ∧ to indicate where the child has omitted a word.
New Paragraph	Use **II** to indicate where a new paragraph should start.

Written Feedback in Maths

- Calculations in Maths are marked as correct or incorrect using ticks and dots.
- Stars and Wishes are used to indicate achievement against the WISLL.

Written Feedback in All Other Books

When marking work in Science books and other subjects, Stars and Wishes will be used regularly by both teachers and pupils. Teachers are expected to mark at least once a term in all other subjects. When there is a focus subject in the term, teachers are expected to mark this at least twice.

Feedback in Early Years Foundation Stage

Stars and Wishes are used to mark focus group work. One piece of focus group work is marked weekly in either Maths or Literacy for each child. Children respond to the marking when the work is revisited during the next session. The feedback is read to the children in order for them to understand and respond; this is evidenced by a speech bubble. The teacher then rewards children with smiley faces when they have achieved the wish. The children self-assess using traffic lights or other forms of peer and self-assessment (discussed below) when the teacher feels they are ready to do so.

Peer and Self-Assessment
Children are expected to mark their own work regularly. Identifying their own next steps in learning enables the children to make good progress and helps build reflective, lifelong learners.

- Children mark using Stars and Wishes in purple pen.
- Peer and self-assessment tables can be used to provide a framework for the children to assess against.

Response Time
Where work is marked using Stars and Wishes by the teacher, the children must be given time to respond to the marking. This ensures the children have time to reflect on marking and are better able to incorporate any Wishes in future work.

Marking Symbols

Work marked using Stars and Wishes uses the following symbols:

W

Remember : pictorial symbols can be used for feedback as part of Stars and Wishes; this can be especially useful for children who find reading the feedback difficult. The symbols on the following page can be used.

Work supported by teaching assistants can be marked **TA** and work completed as part of a group can be marked **GW**

to indicate that you have given feedback to a child during an activity

Spelling Error: Underline the word or part of the word that is incorrect. Pupils can then either copy the high frequency word written by the teacher in the margin or bottom of page using look, say, cover, write, check or look the word up in the dictionary to find the correct spelling and then write it out.

Please ensure children have an opportunity to respond to marking.

Sandown Marking Code

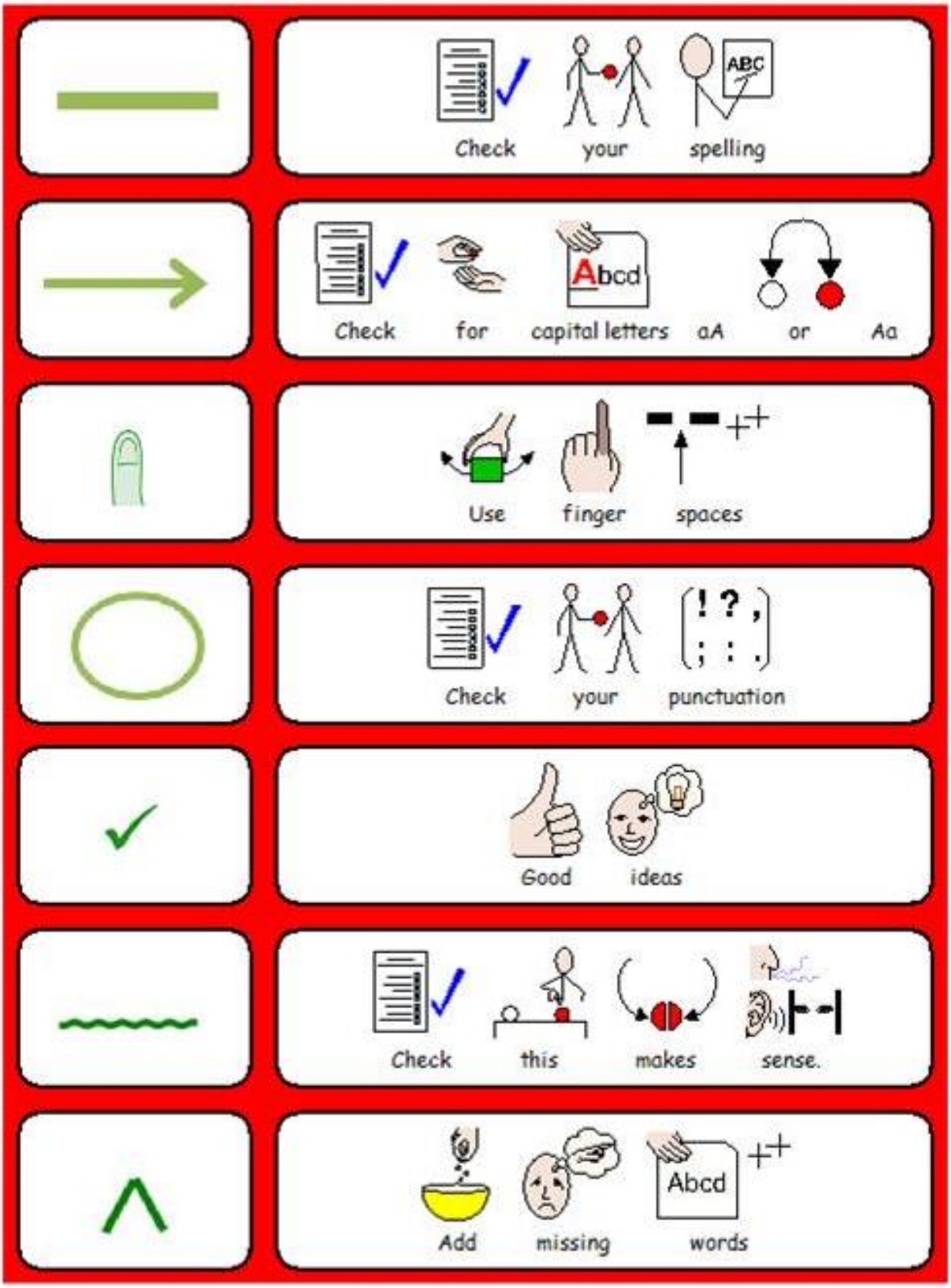
Check your spelling
Check for capital letters aA or Aa
Finger Spaces
Check your punctuation
Good ideas
Check your language
New paragraph
Add a word

Adults mark in green pen.

Children mark in purple pen.

Supply teachers, please write ST by the WALT

Sandown Marking Code



Adults mark in green pen. Children mark in purple pen.

Appendix 2

10 non-negotiables- Classroom Environment
A R C Board
Reading COrner
I Nteractive Topic displays
Label Drawers, use Communicate in Print
Work Ing Walls
Behaviour Sun, Cloud, Thunder Cloud
Visual Timetable
Organise Effectively
I Ndividual Drawers
WALT, TIB, WILF