

Kemble Primary & Siddington CE Primary School

Teaching & Learning Handbook / Policy

Written by the staff to make teaching fun, inspirational and to help children move forward in their learning.



This handbook will incorporate:

- ✓ Teaching & Learning ideas (starters, middles and ends!)
 - ✓ How to assess
 - ✓ How to mark
 - ✓ Homework
 - ✓ Role of parents
 - ✓ Role of governors



The key to making any progress with children is assessment.

Assess the children, find the gaps or areas they need to learn and then fill the gaps!

There are 4 things that are the most important to help raise attainment and progress in children's learning:

1. Attitude to Learning
2. Assessment for Learning
3. Classroom discussion / talk partners
4. Feedback (effective!) - includes marking

1. **ATTITUDE TO LEARNING**

We promote a growth mindset and continually encourage the children to 'grow their brains'!

Fixed mindset	Growth mindset
Intelligence is static - 'I must look clever!'	Intelligence is expandable - 'I want to learn more!'
Avoids challenges	Embraces challenge
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from mistakes
<i>Likely to plateau early & achieve less than full potential</i>	<i>Reaches even higher levels of achievement</i>

A growth mindset needs:

- ❖ No comparative rewards
- ❖ Praise focused on achievement & effort
- ❖ Mixed ability so we learn from each other

- ❖ Teachers who like me
- ❖ To know I can 'grow' my brain



In every classroom we encourage children to think about their learning attitudes and what makes a good learner.



When learning a new skill, children need

- ❖ Time
- ❖ Input
- ❖ Practice

The use of the word 'yet' encourages children to strive for success!

- ❖ Learning 'gem owls' can help children think about their learning powers!



Diamond.....being responsible

- tried to solve his/her own problem rather than relying on an adult
- used their learning 'toolkit' (different strategies they have been taught) to identify what they needed to do when they were stuck.
- used their talk partners/teachers to ask good questions to help move their learning on.



Emerald....being courageous and sticking with it even when it gets tough

- Brave enough to 'have a go' with their learning even though they know they might make a mistake.
- comfortable to make mistakes as they know these help them to learn.
- learn from their mistake and 'bounce back', they stick with it
- remain calm even though they have been upset or angry



Sapphire....keeping focus

- Keeps on task even though there are lots of distractions
- Keeps listening to others (teacher and others in the class) even when there are distractions



Topazcollaboration...learning in a big group

- Shared at least one idea with the whole group
- taken turns to share ideas
- asked different questions in their group to make sure that they have known that their idea is in everyone's heads.



Ruby.....supporting others

- Gives support to others by listening to them and smiling at them
- Praises others when they do well
- Helps others when they have a problem



Amethyst ...cooperation.... learning with a partner

- shared ideas with their partner talking and listening skills.
- take in turns to listen and then share what they thought.
- added new idea to their old ones

2. ASSESSMENT for LEARNING

(Includes grouping pupils by mixed ability and shaping lessons to move pupils on in their learning - starter, middle and ending ideas!)

Nothing improves because we assess it. It only improves if our assessment leads to some action which brings about growth or development.

Assessment... general

- enables teachers to know exactly where each child is so they can plan lessons and activities to move them forward in their learning (6 weekly assessments mean teachers can make sure progress does not lapse)
- is an ongoing process that provides evidence on individual pupil experiences and achievement for the children, for the head teacher and governors (to monitor that teachers are doing a good job) and for outside agencies such as DfE / Ofsted / SIAMS
- develops a child's responsibility for their own learning and enables them to fulfil their own potential

Assessment ... Specific

1. To use this information to identify the specific needs of a child

We do this through:

- Marking work
- Setting targets
- Differentiating work (having different levels of work that are offered)
- Providing appropriate support and learning programmes

2. To know how much progress a child is making

We do this through:

- Comparing test results (national and diagnostic)
- Monitoring the pupil's day-to-day work to ensure they are making on-going progress
- Moderating pupils work against national outcomes and criteria
- Evaluating pupils work against peers and individually

3. To inform our future teaching

We do this through:

- Utilising assessment information to guide short term planning

- Reviewing and evaluating progress of individuals to guide daily practices
- Reviewing and evaluating a group/cohort's progress to refine schemes of work and planning
- Evaluating the effectiveness of teaching and learning styles
- Referring to tracking grids

4. To enable a child to know how they have done and where they need to go to next

We do this through:

- Providing clear and precise feedback
- Assisting self-assessment of work/progress against own targets and learning objectives
- Interpreting and explaining pupils test results
- Involving pupils in setting their own targets and goals
- Encouraging action upon teacher feedback and targets set

5. To enable the school to show evidence of progress to other agencies

- Results are shared with parents, the local authority and thus in turn nationally

APP (Assessing Pupil Progress)

Teachers use detailed APP grids to assess children's learning in small steps within a National Curriculum level in reading, writing and maths. Assessments are recorded on electronically on a tracker. This helps teachers and TAs to note the next step a child needs to take and plan the next teaching session accordingly.

We use formative assessment to enable us to identify and teach next steps in pupil's learning.

Formative assessment is:

- ❖ An effective learning culture
- ❖ Frequently gauging current understanding
- ❖ Involving children in planning
- ❖ Talk partners & classroom discussion
- ❖ Effective questioning
- ❖ Sharing learning objectives at the appropriate time
- ❖ Co-constructed success criteria
- ❖ Analysing excellent examples
- ❖ Immediate feedback: peer & teacher
- ❖ Constant self-review & improvement drive

Summative assessment is:

- ❖ EYFS profile
- ❖ End of work or unit assessments
- ❖ RE unit assessments
- ❖ Ros Wilson assessments for reading & writing etc
- ❖ Levels given to children to summarise their learning 'below, at or above' expected level for example

Diagnostic assessment is:

- ❖ Tests such as SATS (end of Year 2 and 6)
- ❖ Phonics test at end of Year 1
- ❖ Cognitive Ability Tests (CAT)

MIXED ABILITY

A large proportion of our teaching is mixed ability as we believe it be very effective in promoting learning for all.

'The evidence is robust and has accumulated over at least 30 years... If schools adopt mixed ability, they are more likely to use inclusive teaching strategies and promote higher aspirations for their pupils.'

Sutton Trust 2011

'Studies have repeatedly found that the more schools group by ability, the lower the pupil performance overall.'

PISA studies 2012

We offer children a range of challenges and encourage them to choose the level of challenge that is right for them (as they become confident in this) - you want to eventually hear:

I like getting to choose which level of work to do because you can make it harder for your brain or start off easier to get more confident first.

To support children during mixed ability the following strategies can be adopted:

- have the same resources on the tables for the children - a resource bank so that those who do need more resources or support do not feel different.
- have talk partners to support and talk through issues,
- have regular pit stops, top up times, places in the class that tell you what to do if you are stuck etc.

Knowing the children well enables teachers to give them what they need to support or access the challenge.

Below are some activity ideas which will both engage the learners and provide useful assessment for learning information.

SAY GOODBYE TO BORING LESSONS AND HELLO TO EXCITING ONES!

SUPER STARTERS -

Cops & Robbers

Thunks - eg 'Who would win in a fight between..?'

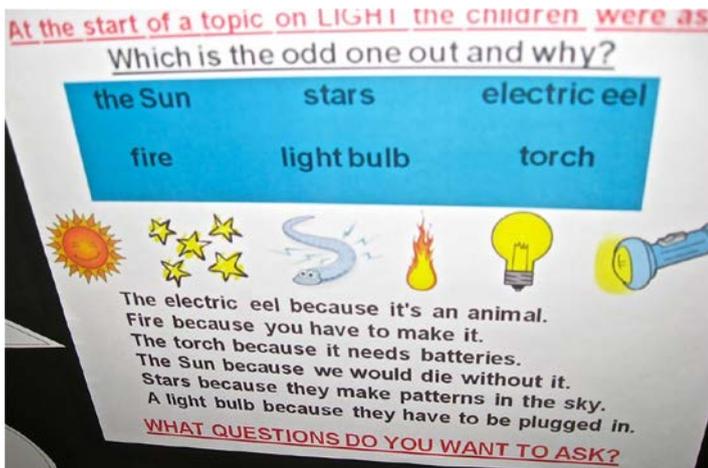
'The answer is what is/ could the question be?'

Speed dating (children given a problem, the first one to finish shows a second, then they tell someone else)

Photo, picture or artefact linked to learning (think of suitcase idea)

PPPB - pose, pause. pounce, bounce No hands up

Odd one out Post-its (fizz books)



Thinking keys Connections Countdown

Guess the ... (historical characters) Who am I?

Quantity down to quality

Always / Sometimes / Never

BBC learning zone clips, video clips, listen to music or sing a song!

NRICH maths website starters

Start with review of next step RAG Brainstorm ideas together

'Convince me that...'

Bring in something from home

Be active - drama or play a game!

Double bubble

MAGIC MIDDLES -

Visualiser / OHP stops & then mark this in the book (children should improve after!)

Prove it!

Upskilling

Pit stops or top-ups

Decision line (alley)

Cops & Robbers

Re-challenge / moving on tasks / prove it or show me / convince me...

FANTASTIC FINISHERS -

Tickled Pink & Growing Green

Three stars & a wish

RAG or Visualiser / OHP to show how improvements have been made

Send a compliments slip to a friend - what can I go home and tell mum / dad

Post -its home or to a friend

What have you learnt? - An alien drops in to school - tell them what you have learnt

Next steps RAG rate yourselves



Teachers & TAs to add more if they find great teaching ideas to share.

3. TALK PARTNERS / DISCUSSION

Success Criteria is used and talked about in class. We use success criteria in lessons so that children know how to succeed.

In order to have maximum impact, success criteria:

- Need to be known, in a basic form, by teachers first.
- Should be the same set for all learners in a class - differentiation by access should be sought via the amount of support provided within the activity.
- Must be generated by pupils, or they have little meaning and less impact on learning.
- Can be used across the curriculum, including social skills, thinking skills etc.
- Need to be constantly referred to by pupils and ticked off for closed skills.
- One success criterion can be used as the focus for a lesson, broken down into further success criteria.

Pupil generation of success criteria:

Effective techniques

- Doing it wrong at the visualiser / OHP - they will want to correct you!
- Presenting something incomplete (e.g. an incomplete invitation).
- Presenting something incorrect (e.g. a mistake in a calculation) for children to discuss
- Presenting one excellent product and asking children to identify the features (in writing not secretarial features).
- Presenting one good and one not so good product for children to compare. Vital to show more than one excellent example to avoid children being constrained to one style.
- Eavesdropping their discussions about what should be included in a ... and writing them up as you listen.

Talk Partners

Talk partners are excellent as children can learn from each other. It is, however, important to discuss and set success criteria for what makes a good talk partner for this strategy to be the most effective and supportive.



At the end of a lesson, awards or congratulations given to those who were good talk partners can be both excellent peer evaluation as well as a self-esteem boost for individuals.

A compliments slip - was a good talk partner today because.....

4. EFFECTIVE FEEDBACK - MARKING TO MONITOR & EVALUATE

At our schools we mark in blue or black. We use the tickled pink & growing green marking for certain pieces of work. Pink highlighter to show pupils work towards the objective and green highlighter to show development needed.

We may not mark every piece of work. Some work will be discussed with individuals, in a small group or as a whole class.

We encourage children to read comments and as they get old enough, to respond to comments made.

Our expectation is for marking to have an impact on future work.

In the Early Years / Reception class, a lot of our learning is 'marked' through verbal feedback due to the practical nature of many activities. Where formal marking is undertaken, we use the tickled pink and growing green highlighting method.

MARKING GUIDANCE POSTERS

Success and Improvement Marking chart

Why do we do it? We do it because it helps us to know what things we are doing well in our writing and also it helps us to understand what we can do to make our writing better. Next time we will be able to think of how we got better last time and use it again.

How does it work?

1. Our teacher uses 1 highlighter colour to highlight 3 things that I have done well (This is called tickled pink)
2. Our teacher also highlights 1 thing that they think we could have improved on (this is called growing green)
3. Our teacher then writes a prompt underneath to help improve that bit of our work
4. We have a few minutes at the start of the next lesson to look at what we did well and most importantly to improve on the bit that needed it.

Marking symbols poster

Assessing our learning.			
<u>What signs might the teacher use on our written work?</u>			
//	means a new paragraph needed	•	I need to do more work on the objective
^	there is a missing word or words	✓	I have partially got there with the objective
HW	handwriting not joined	✓✓	I have got the objective and am ready to move on
CM	class marked		
<u>Sp</u>	Check the spelling of the word - or the word might be underlined	Ⓟ	I have had verbal feedback
		○	Circle for capitals

A copy of our 1,2,3 check that all children use when they have finished a piece of written work.

Our 1,2,3 Check

When we finish our work we always check it:

- **Sense**: read it through to check that it makes sense and that it follows the Learning Objective or WILF
- **Punctuation**: read through your work and check the punctuation
- **Spellings**: read through your work, **starting at the end**, to check for spelling mistakes

THE ROLE OF PARENTS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home/school learning. We suggest, for example, regular shared reading with very young children, and support for older children with their Home / School learning projects.

HOMEWORK / HOME LEARNING -

The purpose of homework

By setting regular homework for pupils, we aim to:

- develop an effective partnership between the school and parents/carers in pursuing the aims of the school and the development of their child
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- extend school learning, for example through additional reading
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and prepare them for the requirements of secondary school.

CONTENT OF HOMEWORK

For children in Key Stage 1, the emphasis of homework is on developing a partnership with parents/carers and involving them actively in their child's learning. The homework at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings and number facts and, of course, reading together to provide a very important opportunity for young children to talk

about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 5 and 6 their homework programme will cover a wide range of tasks and curriculum content. This will ensure that, in relation to homework, their transition to Year 7/secondary school is as smooth as possible.

For all children, the main focus of homework will be on literacy and numeracy. Science and other subjects will be included as children move up the school.

Reading

Regular reading is vital. For children in Key Stage 1 homework mainly consists of regular reading with parents/carers and looking at books together. Maintaining regular reading practice and listening to others read is essential throughout school. Children in key stage 2 should be encouraged to read for at least 20 minutes a day. It is essential that all children, even those in Year 5 and 6, read regularly to an adult.

Other literacy related homework

Other literacy related homework will include learning spellings and practising correct punctuation.

Numeracy

In numeracy, the teacher may set number games and tasks, and more formal exercises for older children, which they can do at home, involving parents/carers.

Meeting the needs of individuals

Homework activities should be differentiated to meet children's individual needs, including any special educational needs.

Reception

Ten minutes or more a day reading

Phonic or word based activities each week

Learning sounds/high frequency words

Year 1

Ten minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. number bonds such as $2 + 8 = 10$, $3 + 7 = 10$, $4 + 6 = 10$

Weekly literacy or numeracy task/activity

Year 2

Fifteen minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. derive and recall the multiplication and division facts for the 2, 5, 10 times tables

Weekly literacy or numeracy task/activity

Year 3

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. derive and recall the multiplication and division facts for the 2, 3, 4, 5, 6, 10 times tables

Weekly literacy or numeracy task.

Year 4

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. derive and recall the multiplication and division facts up to 10×10

Weekly literacy and/or numeracy task and/or occasionally science and other topic based tasks

Year 5

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. quick recall of the multiplication and division facts up to 10×10 , double and halve decimal numbers.

Weekly literacy and/or numeracy task and/or occasionally science and other topic based tasks

Year 6

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. use knowledge of place value and multiplication facts to 10×10 to derive multiplication and division facts involving decimals, e.g. $0.8 \times 7 = 5.6$

Weekly literacy and/or numeracy task and/or science and other topic based tasks

Setting the task

Clear instructions with examples will be given for each homework activity and a learning objective so the purpose of the task is clear. The task set will usually complement work the children have done in school. Tasks set will vary in nature so that at times they may consolidate an area of learning, challenge the children to apply their knowledge, skills and understanding or complete some independent study. Many tasks set for homework are open ended which means all children are able to complete the task at their level. An example of an open ended task is:

Write a recount about a recent trip you've been on. Remember to structure your writing using who, when, where, what. (e.g. who you went with, when did you go, where did you go and what did you do).

Expectations

Our expectation is that the work children do at home is of the same standard as they produce in school. For example, writing should be joined using pencil or blue or black handwriting pen (not biro) if they have a pen licence. All work must be dated. Homework will be completed in lined homework books. Occasionally, loose sheets may be used. These will be hole punched and stored in a file. Homework that has not been completed to a satisfactory standard will be returned to the children with the expectation that they improve it or complete it again.

Marking homework

Homework will be marked against the learning objective and written feedback given to the children, e.g. how successful have the children been in structuring their recount using who, when, where, what. Homework that is completed well will be rewarded with a merit stamp.

Planning homework so that the demands on pupils are balanced and manageable

Class teachers are responsible for ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis. They will also ensure there are regular patterns to homework, particularly in literacy and numeracy.

In school support

If any child does not understand a task, parents should encourage their child to ask their teacher for further guidance. For children in key stage 2 who have difficulty organising themselves at home to complete homework, a lunchtime session will be made available for them to complete it.

The role of parents/carers in supporting pupils

Parents need to support their child with homework by providing a reasonably peaceful, suitable place in which they can do it. Often, particularly with younger children, parents

will need to work with their child. Parents should make it clear to their child that they value homework, and support the school in explaining how it can help their learning. If a parent does not understand the task or feels that they cannot support their child in it, then they are encouraged to see the class teacher.

THE ROLE OF GOVERNORS

The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- monitor the teaching & learning standards in school regularly through the school year via the head's report and SEF (Self Evaluation Form)
- set challenging targets with the head teacher annually
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;