



# Teaching and Learning Policy

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## **POLICY FOR EFFECTIVE LEARNING & TEACHING**

This policy for effective learning and teaching results from the school's need to impact positively upon all elements of classroom practice.

At Loxdale Primary School, we believe that effective teaching will lead to effective learning. This policy outlines what effective learning and teaching looks like in practice, in our classrooms, on a daily basis. We believe that pupils learn best in different ways and, as a school, we are committed to ensuring that a variety of different learning experiences are offered to all of our pupils. At our school, we aim to provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.

### **AIMS**

- ✚ To raise standards of achievement and attainment of all the pupils in our school;
- ✚ To promote quality teaching and learning in all subjects and areas of the curriculum throughout all classes and groups;
- ✚ To ensure equality of opportunity;
- ✚ To encourage a commonality and consistency of approach, appropriate to pupils' ages, to all lessons taught, but not at the expense of the originality/flexibility of the teacher;
- ✚ To enable pupils to become confident, resourceful, enquiring, independent and resilient learners;
- ✚ To foster pupils' self-esteem and help them build positive relationships with other people;
- ✚ To develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- ✚ To enable pupils to understand their community and help them feel valued as part of this community through collaboration and co-operation with others;
- ✚ To help pupils grow into reliable, independent and positive citizens who are able to make a positive contribution in society.

### **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

### **Effective teaching**

When teaching we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. We use our school curriculum long-term plans to guide our teaching. These set out the aims, objectives and values of the school and detail what is to be taught to each year group.

We base our teaching on our knowledge of the pupils' level of attainment. Our prime focus is to further develop the knowledge, skills and understanding of the pupils. We strive to ensure that all learning opportunities set are accessible to all pupils. Learning opportunities that are planned take into account pupils' interests, what motivates and hooks them into learning, their prior learning and their relative starting points to ensure that work is **adapted** to challenge all groups of learners. When planning work for pupils with special educational needs, we give due regard to information and targets contained in the pupils' SEND support forms, **Specialist Teacher advice and/ or EHCP's**. We have high expectations of all pupils, and we believe that their work at our school should be of the highest possible standard.

Unless otherwise stated by an SEND support form, we set Age-Related Expectation targets for the pupils in each academic year and we share these targets with pupils and their parents. We review the progress of each child on a termly basis and set revised targets as necessary.

We plan our lessons with clear learning objectives linked to the National Curriculum and we ensure there is appropriate success criteria. Our lesson plans contain information about the learning opportunities to be set that are based on the pupils' relative starting points, the resources needed, key questions and identified AfL (Assessment for Learning) opportunities. We evaluate all lessons so that we can modify and improve our teaching in the future and identify the next steps in learning for all groups of learners.



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All of our staff are role models and establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers and teaching assistants follow our school policy with regard to discipline and classroom management. We set and agree with pupils the class code of conduct and our whole school rules. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines for sanctions as outlined in our school Behaviour and Rewards policy.

It is expected that our classrooms are attractive, enabling, inclusive, interactive, clutter free and promote independence within the learning environment. We change displays on a rolling programme, to ensure that the classroom reflects the topics studied by the pupils. We ensure that all pupils have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays or 'Working Walls' relating to literacy and numeracy. We promote social, emotional and behavioural expectations too; discrimination of any kind is not tolerated and in Key Stage 2 we promote 'Schools Against Sexism material'. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the pupils.

All staff reflect on their strengths and areas of development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

**The rest of this policy is divided into the following sections:**

- Non-negotiables
- The learning environment
- Experiences/Strategies
- Resources
- Lesson structure

Each section is broken down into key statements that it is felt are crucial to the promotion of effective teaching and learning, and when utilised, the vehicles by which the standards and achievements of the pupils at Loxdale Primary can be raised.

It is our intention to utilise all of the sections outlined to inform all that we do, to ensure our standards are always high and we are continually aiming to raise standards of achievement.



### Quality First Teaching Will Be Promoted and Achieved By:

**Pupils** are at the heart of the teaching and learning. Learning is child centred. Given their starting points, pupils are provided with learning opportunities that are challenging, open-ended, investigative and collaborative, enabling all groups of learners to achieve, grow and reach their true potential, wherever possible teaching to their AREs.

**Learning Objectives and Success Criteria** are made explicit to the pupils; this is done visually in some way so they are clear and transparent and delivered in a way that hooks pupils.

**New Learning is made explicit** in every lesson to ensure the pupils are clear about what they have got to do in order to make progress.

The relative **starting points** of all the pupils are taken into account when planning and delivering learning to ensure that in all parts of the lesson, learning matches the pupils' needs.

In every lesson a range of strategies will be used to ensure the pupils are **engaged** in their learning; these will be varied and be used to best meet the needs of the learners.

Lessons are **paced** so that all groups of learners make rapid progress, therefore no time is wasted, and learning is moved on appropriately to meet the needs of learners, ensuring they make progress.

Planned learning in all parts of the lesson is matched to the attainment levels of all pupils so that they make at least **good progress** throughout the lesson.

**Questioning that deepens thinking** is used effectively in all parts of the lesson to support the pupils to make at least good progress.

All learning is **adapted (where necessary)** in all parts of the lesson to meet the needs of all the learners. **Lessons should not be 'one size fits all'**.

**Modelling and demonstrating** will be used to share the learning steps, making thinking explicit and showing the learning process (metacognition). Modelled work should be subsequently displayed on working walls, acting as a visual aid and for pupils to refer back to.

**Assessment** will be used in all parts of the lesson by the teacher, the other staff and the pupils in order to identify what the pupils can do and what they need to do in order to improve. **Summative assessment** will be used to assess pupils' progress; **formative assessment** will be used throughout lessons to gauge pupils' understanding and support progress; **marking**, according to the school's assessment policy, **will be completed in time for the next taught lesson** so as to ensure a constant dialogue between staff and pupils.

The **learning environment** will be set up so that pupils can access all learning resources **independently** to support them in their learning. The learning environment will be clutter free and all health and safety risks eliminated.

The learning opportunities engage the pupils; as a result, they are interested and inspired and display good **learning behaviours**. A thriving learning culture is explicit and noticeable.

Pupils are **active** in all parts of the lesson and it is pupils that lead the learning when appropriate. **Teachers do not talk for too long and over direct**. In all lessons, during direct teaching, pupils should be actively engaged and participating in their learning.

The teacher acts as a **facilitator** of learning, skilfully intervening and moving learning on in all parts of the lesson so they make at least good progress. **Full use is made of adaptive teaching.**

In all parts of the lesson there will be opportunities to **collaborate** in the learning, giving pupils opportunities to share ideas, question each other and rehearse learning that has been introduced so they are successful in the lesson.

Interactions between adults/pupils and pupils/pupils are positive and there is a **respect agenda** where everyone's contributions are valued. It is expected that pupils and staff ensure they respect each other's rights.

**Plenaries** are used effectively to review new learning and make next steps explicit. Mini plenaries happen throughout the lesson to check understanding and progress so learning can be moved on rapidly.

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## LEARNING ENVIRONMENT



Quality First Teaching Will Be Promoted By:	Quality First Learning Is Achieved When:
<p>Furniture layout and classroom organisation taking into account issues of safety. Furniture and classroom layout promoting independence. Resources labelled and organised and easily accessible by pupils.</p> <p>Furniture that is suitable for tasks.</p> <p>Work areas for key curriculum areas where appropriate and high quality continuous provision in Early Years.</p> <p>Classroom organisation and groupings reflecting purpose and showing flexibility eg <b>flexible groupings</b>.</p> <p>Displays that are interactive and that present pupils with challenges.</p> <p>Displays that are colourful, that inform and stimulate.</p> <p>Displays that show the process of learning and not just the finished product.</p> <p>Displays, in the learning environment, that represent a range of curriculum areas.</p> <p>Displays that contain all pupils' work (across a range of subjects and abilities).</p> <p>Displays where pupils' work is attractively mounted and clearly labelled with pupils' names.</p> <p>Reading areas will be organised in an attractive and inviting way providing a range of fiction and non-fiction reading materials for the pupils to access freely.</p> <p>The availability of private/personal space, which is respected.</p> <p>Interactive whiteboard is used for a range of purposes and is integral to teaching and learning.</p>	<p>School strategies are designed and developed to respect the environment. Pupils access resources independently for their learning.</p> <p>Pupils contribute towards an orderly learning environment, they understand and know the need for tidiness and show both individual and collective responsibility.</p> <p>Pupils act in an appropriate manner within the learning environment.</p> <p>Planned learning opportunities utilise displays appropriately to enhance learning opportunities.</p> <p>An aesthetic environment prevails, which reflects experiences and work undertaken.</p> <p>Pupils talk about and discuss displays/work exhibited and understand their importance and value.</p> <p>Pupils show competence and skills in the presentation of their work.</p> <p>Pupils respect each other's' space, belongings and those of the class/school.</p> <p>Pupils have ownership of their learning environment.</p>



## EXPERIENCES (STRATEGIES)

Quality First Teaching Will Be Promoted By:	Quality First Learning Is Achieved When:
<p>Effective planning, showing clear learning objectives, <b>teaching is adapted</b> to meet the needs of all groups of learners given their starting points, challenging learning opportunities and resources, <b>adapted</b> success criteria, next steps in learning identified and pupils' targets to support in personalising the learning.</p> <p>Utilisation of team planning and teaching where appropriate.</p> <p>Ranges of teaching styles are used to engage all learners.</p> <p>Pupils being given opportunities to participate in whole class, small group, paired and individual learning situations where appropriate.</p> <p>A range of interactive strategies are used to ensure all pupils engage in learning. Interactive whiteboard used in a range of ways to make learning stimulating.</p> <p>Pupils being involved in selecting learning opportunities.</p> <p>Learning opportunities planned are challenging, open-ended, investigative and collaborative. They provide all groups of learners with choices and opportunities to lead their own learning.</p> <p>Teacher sharing a high, yet realistic, level of expectancy, wherever possible at Age Related Expectations and <b>Greater Depth Standard</b>.</p> <p>Lessons/learning opportunities that are set in context, where previous work is reviewed, what is expected is reinforced, and the next stages are outlined.</p> <p>Pace of lessons is rigorous.</p> <p>Experiences that are stimulating, exciting, creative, interactive and relevant, and relate directly to individual needs.</p> <p>Experiences that build upon and consolidate previous learning.</p> <p>Pupils being encouraged to take risks.</p> <p>Questioning that is direct and varied, according to the ability of the individual. Range of questions used to promote learning. Range of talk used to promote learning process.</p> <p>The use of appropriate vocabulary.</p> <p>Questioning that involves all pupils.</p> <p>Questioning that is used to promote critical thinking, logical reasoning and problem solving.</p>	<p>Pupils demonstrate their knowledge, skills and understanding in a variety of ways.</p> <p>Pupils have the opportunity to work in their preferred learning style.</p> <p>Pupils repeatedly accept challenges and respond positively to them.</p> <p>Pupils know what is expected of them.</p> <p>Pupils can state how, why and what they are doing and talk about their learning confidently, including their targets.</p> <p>Pupils are interested and involved in what they are doing.</p> <p>Pupils exhibit enthusiasm, determination and concentration.</p> <p>Pupils can confidently explain what they have done.</p> <p>Pupils can reflect on how and why they are learning.</p> <p>Pupils can identify the next steps in their learning.</p> <p>Pupils are not afraid to take risks, or get things wrong within a range of teaching situations.</p> <p>Pupils display confidence in answering questions and are not afraid to attempt new things.</p> <p>Pupils recognise that the process is as important as the end result.</p> <p>Pupils are enthusiastic and engaged as a result of experiences.</p> <p>Pupils engage in range of talking opportunities to secure their learning.</p> <p>Relevant terminology is used in discussion and in written work.</p> <p>All pupils actively take part in all parts of the lesson.</p> <p>Pupils are given the opportunity to demonstrate their ability through practical tasks.</p> <p>Pupils' learning takes place in a broad range of contexts.</p> <p>Pupils are able to see the learning steps and use them to further develop their key skills.</p> <p>Pupils achieve their full potential and are able to demonstrate this in a variety of ways.</p>



## EXPERIENCES (STRATEGIES) CONTINUED

Quality First Teaching Will Be Promoted By:	Quality First Learning Is Achieved When:
<p>Introduction part of lesson, main teaching opportunities and plenary time is used to good effect, engaging learning and giving opportunities for talk, given the pupils' relative starting points.</p> <p>Pupils are given opportunities to learn which are not always dependent on language.</p> <p>Pupils experience a range of visits/visitors to extend their learning.</p> <p>Modelling and demonstrating will be used in order to share the learning steps, making thinking explicit and showing the learning process.</p> <p>Key skills are promoted and embedded across the curriculum to enable the pupils to develop their confidence and competence.</p> <p>Learning experiences link to school policy e.g. calculations policy.</p> <p>Subject leaders will ensure that teachers have the necessary knowledge and resources.</p> <p>Staff will ensure they have an up to date subject knowledge that is sufficient to move the pupils' learning forward.</p> <p>Staff will ensure they have an up to date knowledge and understanding of the Statutory frameworks needed to support teaching.</p> <p>Positive relationships: pupil/pupil; pupil/teacher; pupil/other adult; teacher/other adult/parents; group/group; individual/group.</p> <p>Staff ensure effective lines of communication including the consistent use of <b>feedback</b>.</p>	<p>Relevant school policies are used to support the development of planning, teaching and learning.</p> <p>Pupils feel valued and trusted.</p> <p>Strategies for relationships are evident in the learning environment.</p> <p>Strategies promote equality of opportunity and pupils exhibit confidence in what they are doing.</p> <p>Pupils have positive attitudes to rules and know and understand what is expected of them.</p> <p>Pupils display a sense of importance and react enthusiastically to their tasks.</p> <p>Pupils contribute to discussions and support each other.</p> <p>Pupils are involved in self and peer assessment.</p>

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## RESOURCES



Quality First Teaching Will Be Promoted By:	Quality First Learning Is Achieved When:
<p>Whole school rules that are relevant, known and understood by all. Rules that are consistently and constantly reinforced, that are for the benefit of both the individual and the group and that are supported by an effective Behaviour policy is displayed clearly and followed.</p> <p>Using a range of resources used that are appropriate to the lesson and to promote a range of learning styles.</p> <p>Resources that are clearly labelled, accessible and appropriately/ safely stored.</p> <p>The quantity of resources being appropriate to the planned tasks.</p> <p>Ensuring that resources are fit for purpose and of high quality. Resources must be utilised to the full to make learning more engaging.</p> <p>Pupils respecting and taking responsibility for the selection of and upkeep of resources.</p> <p>Ensuring that teaching assistants are deployed effectively to target different groups of learners in all parts of the lesson to effectively move learning on. Teachers should use all parts of the lesson to continue to move learning on. Teaching Assistants should have the autonomy to move learning on at their discretion.</p> <p>Developing ICT/computing that is appropriate to the learning opportunities and ensuring it is used to enhance and move the pupils' learning forward.</p>	<p>Pupils recognise human/other resources and show they value their importance.</p> <p>The school has recognised systems for the ordering, utilising, monitoring and replacement of resources. Pupils independently access resources to support their learning.</p> <p>Pupils show confidence in justifying their choice of resources. Pupils make informed choices as to the resources they need to undertake tasks.</p> <p>Resources are fully utilised to enhance the learning situation.</p> <p>Responsibility for resources is shared by all and accountability is understood. Pupils are able to access and return own resources within their classroom.</p> <p>Pupils interact throughout lessons, using resources appropriately with other pupils and staff in order to talk about their learning.</p> <p>Teachers and teaching assistants work effectively with a range of pupils across the lesson to challenge and move the learning forward.</p> <p>Relevant ICT/computing resources are used effectively to enhance and move pupils' learning forward during lessons.</p>



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## Lesson Structure

Whilst acknowledging that no one lesson is identical to another, it is agreed that every lesson contains key elements that are vital to the pupils' learning. It is our intention to ensure that all of our lessons include the key elements.

### These key elements are:

- Well defined key learning objectives and success criteria that promote **adaptive practices and flexible groupings**.
- Whole class **adaptive** direct teaching that is interactive and engaging, teaching that involves all pupils, where a range of interactive strategies are used to ensure high levels of pupil involvement.
- A range of opportunities planned during every lesson for pupils to collaborate and reflect about their learning.
- Dedicated improvement and reflection time provided in every lesson.
- Learning objectives clear to the pupils, enabling them to fully understand what is expected of them during the activity stage of the lesson (**adapted where necessary**) by:
  - **Matching** printed resources to pupils reading levels in the class.
  - **Adapting** resources for the learning opportunities e.g. non-standard measures /standard measures for science investigation.
  - **Adapting** by support.
  - **Adapting** by outcome, setting varying targets for pupils to achieve in a lesson when working from the same starting point.
- **Adapted** tasks that provide pupils with stimulating, challenging and creative activities that promote core skills where possible. Activities where pupils' responses are expected in a variety of ways and there is no over reliance on worksheets.
- The perfect plenary (or mini- plenary) at different points of the lesson to whole class or groups. Plenary sessions that reinforce learning objectives, identify next steps in learning that are interactive and involve all pupils.
- Effective planning (reflected in the delivery of the lesson) showing key learning objectives, classroom organisation, activities, tasks, homework (where appropriate), resources and various methods of assessment.
- Well-paced lessons.
- Effective marking and the ongoing assessment of pupils' work that directly informs future planning to ensure progression. Assessments that link to individual target setting to move pupils onto next steps for learning and these next steps are clearly communicated to pupils, parents and anyone supporting pupils in classrooms.
- An opportunity to respond to, or act upon any 'closing the gap', or 'deepening'/consolidation marking prompts from previous lessons.

### **Expectations for:**

#### **Writing in Books**

There should be a recorded outcome daily (as far as is practically possible) in Literacy/ Numeracy and for every lesson (as far as is practically possible) in Topic/RE/PSHE/Science/Art/MfL. In Music, there should be a recorded outcome at the end of each unit. In Computing/DT, there should be completed work over a half- term, work filed in these folders.

- It is expected that there is a piece of independent extended writing outcome at the end of a learning journey, which is target marked and stored in the Wizard Writing folder. However, if the writing journey is over two weeks there should be an extended write or 'hop off' in the pupil's Literacy Book.
- Steps for Success grids should be used in a skills lesson. These grids **MUST** be based on expectations for that year group (or adapted for SEND). Purple= HA, Blue= MA, Yellow =LA. These grids must be highlighted pink/green by the pupils and/or their partner and staff to mark in pink/Green. Purple group can select one of their own success criteria. Year 6 are able to select their own success criteria. Year 5 at the teacher's discretion.
- The WILF should be the main targets on the Steps for Success. The WILFs are taken from the ARE year group targets.
- Staff in RWI groups will not be teaching the formal writing process. This will be the responsibility of the class teacher. However, RWI staff should still be doing some of the 'Edit a Sentence', 'Hold a Sentence' RWI activities each week in addition to reading activities.

#### **Presentation of Work**

The school cursive handwriting font should be continually shared and MODELLED with all the classes in Year 2 - Year 6. Year 3 onwards will be taught a joined handwriting style. Staff **MUST** ensure they use this school font in their marking.

➤ Every piece of work must be dated (stickers can be used). Maths can be the short date but everything else should be the long date. The date should be written from the left of the book and underlined with a single line.



- A line must then be missed
- Each piece of work must be given a WILF, which is a target. This should either be put on the Steps to Success OR in other subjects recorded as WILF e.g. A and S T4
- **A line must be missed before work begins – there should be NO double lines missed, nor lines missed within work.**
- Rulers must be used to draw straight lines – the pupils will need showing HOW to underline accurately- ensure that this is taught at the start of the year
- When using books with plain paper, a margin should be drawn down the left hand side with a ruler
- Rubbers must be used sparingly, as we are teaching pupils to proof-read and edit.
- If pupils make a mistake, they should draw a line through the words once, **with a ruler** then write the correct word above in blue pen (as this is an edit)
- Pencil should be used for writing, apart from KS2 pupils who have earned a certificate of 'Penmanship'. These should be awarded by CO'S in assembly (teachers to inform CO'S). Maths should **always** be completed in pencil.
- It is expected that marking should be pink for positive elements seen (against the WILF) and errors identified in green.
- Pupils should be given time to ALWAYS respond to marking comments at the start of the next lesson, (in blue pen)
- It is expected that every piece of work should be marked EVERY lesson, Teachers and TAs should attempt 'Live Marking' within class time. TAs to initial when they mark.
- The teachers and TAs WILL need to re- check the blue response comments from the pupils once completed.
- **INCORRECT MARKING AND POOR GRAMMAR FROM ANY ADULT IS UNACCEPTABLE!!!**

### SPAG

Should be taught through the writing process (using NC targets). Editing is taught in Year 2 and the pupils then use this naturally through Key Stage 2. Spellings to be driven by the NC.

### Reading

- Reading lessons are to be delivered on a two weekly cycle. A VIPERS Week and a GR week.
- VIPERS questions should be planned using the key stage domains and using the VIPERS question template in books. This should be printed in colour and this is non-negotiable.
- VIPERS skills should be implemented through a variety of questions such as, 'find and copy, matching, short and longer answers.'
- Reception are taught more formal questioning through 'Book Talk,' and this continues in Year 1.
- VIPERS skills and comprehension is taught from Year 2-6.
- Every two weeks children should be assessed on their VIPERS skills with a VIPERS BIG Read, the children should complete this work independently. The difficulty of the BIG Read should be increased through time challenges and question difficulty.

### Guided Reading Activities

- Comprehension is to be taught as part of a GR group but, following this session, there should be a compulsory VIPERS BIG Read follow- up activity based on the book they have been studying in GR.
- Planning format for GR is uploaded on TEAMS.
- Guided Reading work to be completed in pupils VIPER Books.
- During the GR session TAs should hear individual pupils read, recording on Go Read.

### Individual Reading

- It is expected that teachers hear their pupils, read individually once a week. This should be recorded on BoomReader, with teachers writing an appropriate comment relating to a 'reading target.'
- Teachers should reward gems when they hear children read and record when a child moves up a stage on GoRead.

### Class Readers: Instilling the love of reading

- Nursery/Reception – Read daily to pupils.
- Class Readers can be read through VIPERS lessons and reading for pleasure times.
- Pupils need a reading book and a library book – staff to organise the pupils visiting the library every two weeks.
- Each class to celebrate reading with a reading area and class display.
- The school endeavours to celebrate reading through annual 'Book weeks, World Book Day and Nursery Rhyme Week.'



## Handwriting

- A weekly handwriting activity should be taught. Teachers should be modelling this join/ letter formation. Spellings can also be practised through handwriting.
- All pupils need appropriate handwriting book, pupils in KS2 **move onto pen asap** and to be given a 'certificate of penmanship' by CO'S - in assembly.

## Spelling

- A SPAG lesson each week **MUST** be used to teach and test spelling rules to Year 1- Year 6, following National Curriculum and appendix 1 including appropriate common exception words.

Year Group	How many	To Learn	To Test
Year 1 and Year 2	10 words	5 rules 5 exception	5 exception 5 rule (5 learned and 5 unlearned)
Year 3- Year 6	15 words	10 rules 5 exception	5 exception 10 rule (5 learned and 5 unlearned)

Spelling lists for exception words should go in back of Homework Books and in the Writing Toolkits. Pupils in RWI groups may also be taught other spellings from their current RWI book in RWI lessons. However, these will not be formally tested.

## Maths

- CAT marking is used in maths: **Consolidation**, Application and Teach. The **Consolidation** and Application are questions in context, putting into practice the particular skill that the pupils have learned the previous day. 'Teach' is designed to give a quick, next day boost for pupils who need a little support with the previous day's learning.
- Problem Solving be integral to Maths lessons and one element of this is the 'Application' and **Consolidation** (part of the maths mark scheme) which demonstrates Mastery in the curriculum. There is an expectation that the 'App' or **Consolidation** is seen in all lessons, except for in Year 1 at the beginning of the year. It is expected that the plenary will focus on problem solving elements and during this time skills will be modelled in order to allow pupils to access their 'App' or **Consolidation** the following day.
- In Years 1 to 6, the lesson will begin with a fluency activity ('Flashback 4' - as specified on the White Rose maths planning). The pupils will have five minutes to complete this and then will be given the correct answers in order to mark their work.
- The staff will **adapt the White Rose medium term and short term planning and will supplement it with NCETM materials**. This will be supplemented with a range of resources.
- Each week, all classes, Years 1 to 6 will have a half-hour arithmetic session in which they can address misconceptions as identified in FB4 and also ensure that previously taught skills are revisited and consolidated. An arithmetic test can be carried out and marked with the pupils.
- Each week, Years 3 to 6 will have a half-hour times tables lesson in which they will carry out a short times tables test in pupils' times tables books and then use counting activities, videos and other activities to revise the times tables appropriate to their year groups. TTRS is also used from Year 2 upwards in order to support times tables skills.

## Homework

- Homework should be given out every Thursday and be given back in by the following Wednesday. This should be marked with a sticker and ticked with a little praise comment. There should be the weekly spellings and Times Tables. Pupils should read for at least 10 mins per night and record this on Go-Read. A CoJo Homework Mission will be given to each year group (Years 1-6) at the beginning of a term. Homework can also be digital homework. The RWI teachers do not need to set formal homework as this will be done by class teachers. The RWI teachers **COULD** send out simple spellings for their group to learn e.g. cake/bake/make etc. based on activities in their current RWI book. It is expected that teachers keep a log of pupils' homework in their Homework Books. Pupils who do not complete homework should be made to stay in at lunchtimes to complete the task.



## Miscellaneous

- MFL in a separate book and passed up to the next year group.
- All RE and PSHE work to go in **separate books**
- Sketch books should also be passed up to the next year group to be used the following year.
- All science work to go into separate book.
- NO 'flappy' bits of paper. Any sheets to be carefully stuck in and trimmed where necessary
- Early work **MUST** be done in appropriate book - sentence games/ problem solving/ times table reinforcement (not just reading!)
- New target sheets to be used at the start of the year from Summer data on Insight, for every child in R/W/M.
- Purple Wizard Writing Folders to be moved up from year to year. (Current Year 4 to be kept as spares for new pupils joining the school due to Year 5 and Year 6 having lever arch files. These will be kept in the book stockroom and not used for ANYTHING else). Writing will be filed in here as usual - although filing **MUST** be kept up-to-date and please ensure it is in chronological order with the newest at the back. When passed to a new year group, a year group divider should be placed into the files.

## Classroom Display Expectations and Non- Negotiables - this **MUST** be done in classrooms at the start of the year

- **ALL CLASSROOM DISPLAYS TO BE DOUBLE MOUNTED USING SHINY PAPER and there should be an AMPLE amount of work on display. The quality of work in classrooms should be the same as work in corridors.**
- Writing working wall with **CURRENT** modelling of writing on it. This wall should have sections (features) on it and completed for relevant genres, including vocabulary. Nearby should also be the **INFOTICONS**, Sentence Types and Blue Box Words. Each class should have story bags to aid them when planning a narrative.
- Maths working wall with **CURRENT** modelling of maths concepts, maths fact of the week, key vocabulary of the topic taught.
- Times Tables appropriate to each year group should be clearly on display for pupils in the classroom, including those tables taught in previous years.
- SPAG terminology should be on display either on washing line or on walls.
- Reading Area display- where possible linked to Class Reader for the term e.g author pictures, pupils's book reviews, pupils's comments, other books by the same author.
- CoJo and RESPECT- the CoJo characteristics should be displayed.
- 'We grow together' display at the back of every classroom - information/celebrations about your class
- RE vocab with unit
- Music vocab
- French vocab (KS2)
- Science display celebrating the science work for this term, with scientist of the week.

## Monitoring and review

This policy is monitored by the Governing Board, and will be reviewed annually.

**Signed:**

**Date:**