



*Journey together,  
guided by God,  
to do the best we can.*

# Teaching and Learning Policy

## **Overarching Aim**

- **Achievement:** To ensure all pupils achieve and progress the best they can
- **Consistency:** To ensure consistency and best practice across the school
- **Expectations:** To make expectations clear for staff, students and pupils

## **Our Philosophy of Learning**

During their time at St Nicolas and St Mary School, it is our aim that pupils will grow into independent, resourceful, reflective, resilient, collaborative and spiritual learners. We hope that the skills they acquire within our care will pave the way for a successful and happy future ahead, where they will have a positive impact within the community.

### **Journey together**

We aim to provide a caring, inclusive approach to learning, where team working and collaboration is valued and encouraged within both the whole school and wider community. Our ethos promotes a teaching environment which enables children to thrive emotionally and socially throughout their academic development. Key skills like motivation, encouragement and perseverance are celebrated and respect for others is fostered.

### **Guided by God**

We aim to provide a strong Christian ethos which influences all aspects of school life, underpinned by core values which will enable pupils to develop spiritually and encourage questioning, reflection and the development of faith.

### **To do the best we can**

We aim to provide a rich and creative curriculum, where teaching inspires pupils with a joyful, life-long love of learning and motivates them to do their best whatever their ability. We seek to provide a purposeful, challenging working environment, where high expectations are set and maximum progress is made both within the classroom and beyond.

## **Definitions**

**Learning** can be defined as:

*The lifelong process of transforming information and experience into knowledge, skills, behaviours and attitudes. It may involve activities like practice, reflection, interaction with the environment and social interaction. Learning can take place both inside and outside the school environment.*

Through teaching and learning we aim to:

- demonstrate outstanding teaching (see Ofsted framework April 2018);
- consistently meet all the National Standards for Teachers (2012);
- use best practice based on current research;
- ensure all pupils achieve their full potential;
- inspire the children and nurture a lifelong love of learning;
- develop children as resourceful, reflective, reciprocal and resilient learners;
- celebrate success;
- develop the whole child;
- develop the highest standards of behaviour and conduct so that respect and courtesy are the norm;
- develop children's self-respect and self-awareness and encourage them to show positive attitudes and respect towards the ideas and feelings of all others regardless of race, culture or religion;
- enable children to understand, feel valued within and make a positive contribution to the community;
- help children grow into reliable, respectful, tolerant, independent-thinking citizens.

**Effective learning** takes place when:

- the curriculum is accessible to all children and learners are appropriately challenged;
- the environment stimulates, scaffolds and celebrates learning;
- children can see a purpose to their learning and make links across the curriculum and to the real world;
- children are taught skills which they can then apply in a range of contexts;
- the curriculum is creative, well-resourced and enriched to excite and stimulate the mind;
- children enjoy their learning, feel secure and safe and are confident to take risks in their learning;
- there are opportunities to develop an independent attitude to learning;
- the whole school is a community of learners.

**Effective teaching** takes place when:

- teachers are well-informed, knowledgeable and confident about what they are teaching
- Teachers use effective questioning to deepen and broaden children's knowledge, understanding and skills. They identify any misconceptions and act to ensure they are corrected.
- Teachers are passionate and enthusiastic about learning. They are dedicated and committed to enabling children to fulfil their full potential.
- Teachers are reflective regarding their professional practice and the overall provision the school offers.
- Teachers have high expectations of learning, pupils' attitudes to learning and social behaviours.
- Teachers use Building Learning Power to encourage pupils to become Resilient, Reflective, Resourceful and Reciprocal learners. These qualities will help them to become successful lifelong learners.
- Teachers plan lessons that are based on systematic and accurate assessments of children's individual learning needs.
- Teaching is planned carefully, creatively and imaginatively across the curriculum to provide children with opportunities to embed their knowledge, understanding and skills securely.
- A range of strategies are used to systematically and effectively monitor and assess children's understanding throughout each stage of learning, including away from the point of teaching.
- Children receive timely feedback and support to enable them to improve their knowledge, understanding and skills and are given time to respond to this by re-visiting their work to correct errors.
- Positive partnerships are established with parents/carers in order to support and improve the children's learning.
- Homework is used to help children consolidate and extend school learning as well as helping to involve families.
- Positive relationships are fostered between the teacher and the children in their class as well as other members of the school community.
- Safe, secure and stimulating classroom and learning environments are developed.
- Teaching Assistants are equipped with the necessary skills, resources and knowledge to effectively support the children's learning.
- Teachers use resources and technology effectively in order to support children's learning.

See other related documents including:

- Behaviour Policy
- SEND Information Report and Local Offer (SEND)
- Homework Policy
- Staff Handbook
- Parent Handbook
- Assessment Policy (in progress)
- EYFS Policy
- Maths Handbook (currently being updated to contain the new White Rose expectations)
- Literacy guidelines (currently being updated)
- RE Policy
- Handwriting Policy
- Safeguarding Policy and CPOMS guidance

See also: **Monitoring and Evaluation Cycle** which also identifies the cycle of governor monitoring.

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## Curriculum

At St Nicolas and St Mary C.E. Primary School, all that we do is underpinned by our Christian Ethos as outlined in our school vision statement, mission statement and aims.

The school takes seriously the responsibility to provide a broad, balanced and creative curriculum for all pupils and to be an inclusive school. Much of the curriculum is taught through units of work that make strong cross-curricular links. Our year group curriculum maps are designed to provide full coverage of the National Curriculum and, each year, children follow set topics, ensuring progression of skills. We seek to set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. We aim to make effective use of assessment of both individuals and groups of pupils to ensure that all children make good or better progress.

## Policy

We teach and give opportunities for using language and computing skills across the curriculum. We address Health and Safety through subjects such as science, DT, Computing, The Arts and PE. We also promote cooperation, collaboration and independent working skills.

We follow the National Curriculum which sets out the legal requirements in England, for the Early Years Foundation Stage, KS1 and KS2. This offers a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for opportunities and responsibilities in later life.

When appropriate, we ensure that we offer flexibility within the curriculum to respond to local and national events as they occur, as well as the varying interests of pupils.

In the Reception and Nursery Classes, we use the Development Matters (2012) and the Early Years Foundation Stage Statutory Framework (Sept 2014). In Key Stage 1 and 2 we teach English, Mathematics, Science, Design Technology, Computing, History, Geography, Art and Design, Music and Physical Education in accordance with the National Curriculum. In addition we follow the non-statutory guidelines for PSHCE (Personal, Social, Health and Citizenship Education) and teach MFL (Modern Foreign Languages e.g. French) in KS2.

For Religious Education, we are guided by the locally agreed syllabus (2015) in accordance with the Education Act 1996. It reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions in Great Britain. In addition, we seek to follow guidance issued by the Diocese of Chichester. Parents may withdraw their child from RE in consultation with the Headteacher.

The school has a Sex and Relationship Education Policy which is available to parents. Pupils can be withdrawn from all or part of the Sex Education programme, except for those elements covered by the National Curriculum (particularly for science).

# Planning

## Aim

- To ensure consistency across year groups, Key Stages and across the school.
- Coverage of the curriculum and high expectations set for the children.

## Non-Negotiables

Planning must contain:

- A child accessible WALT(s) (We Are Learning To)/Learning Objective taken from or related to the National Curriculum/school agreed curriculum.
- Some lessons may have differentiated WALTs and WALTs must be accessible and appropriate to all children in the class so will need to be altered if a child is working significantly below their peers.
- WILF (What I'm Looking For)/Success Criteria- Can be on planning or generated during the lesson.
- Key Questions/Assessment opportunities.
- Evidence of differentiation (Questions/Activities).
- Evidence of a plenary or mini plenaries.
- All WALTs must be agreed during the PPA session for the following week.
- Planning should be ready by Sunday at 6.30pm, unless **by mutual agreement** with Year Group Partner. Last minute changes can be made individually.
- Planning and resources which have been used that week, should be filed in the planning subject folders by the end of the Sunday of that week, ready to access next year.
- Plans must be stored as follows: T share/Planning in the relevant year group folder and then in the relevant subject folder.
- Old planning should be archived each year.
- School Curriculum Maps (stored in the T share/Curriculum Maps) must be followed by each year group.
- If you wish to change planning for a particular subject, you must agree this with the subject leader first and alter details on the year group's Curriculum Map.
- Teaching input, learning activities and outcomes in books may vary across a year group depending on teacher/child's needs, interests/style, however, all year group pupils must be working towards the same WALT. The only exception to this may be in the EYFS (but not for key assessment tasks).

Types of Planning required:

- Overall Weekly Timetable for the term (see notes below)
- Daily slides/weekly plans for core subjects
- Literacy Medium Term Plans (Aut, Spring and Summer)
- Maths White Rose termly overviews (may differ slightly for Years 2 and 6).
- Medium term plans where a scheme is not being used (and slides if relevant) for RE and foundation subjects.
- Long Term Curriculum Map
- Termly Curriculum Topic Webs (for Termly Year Letter)
- See grid below for details required for each subject and frequency.

The Weekly Timetable must use the format provided and:

- Include name of teacher(s), name of class and year group
- Date (e.g. Spring 2018)
- Initials of who is taking the class e.g. Teacher, HLTA, Student etc
- Include regular interventions including for which children and who is doing it
- Be updated and saved onto the school system in the first week of each term and when there are other significant changes e.g. Students present (particularly if they are taking the whole class), run up to school play etc.
- Subject leaders and Senior leaders should write and circulate a weekly timetable for 'special' weeks e.g. Week before Christmas, Maths Week,
- Timetables should be stored in the T share/timetables/term folder at the beginning of each **term**. Old timetables will be archived for one year and then deleted.

Teachers do not need to submit a changed Weekly Timetable for something that is on the school calendar e.g. School trip, Workshop etc. However teachers do need to plan carefully for each week and prioritise Maths and Literacy lessons if there is a school trip or special school event etc.

School plays and assemblies should include some planned speaking and listening opportunities.

Please note that the weekly number of lessons or sessions can vary to accommodate enrichment activities such as school trips, assemblies and plays.

## Weekly Timetable and Planning Overview

Subject / Other activity	Minutes		Scheme / Type of Planning Required	Expectations – Quality First Teaching
	KS1	KS2		
English Literacy	60 a day	60 a day	<p><b>Weekly Short term</b> Planning- Can be Smartboard Slides or a weekly planner-</p> <p><b>Medium Term</b> English Plan- Genre Planning</p> <p>Consistent WALTs across year group to be agreed <b>by the end of PPA</b> for the following week.</p> <p><b>Spellings:</b> Use Babcock No Nonsense</p>	<p><b>Normally 4 lessons / week. Usually a.m. unless PPA day</b></p> <p><b>Y1:</b> Autumn: 1-2 pieces per week Spring: 2-3 pieces per week Summer: 3 pieces per week Plus child voice quotes</p> <p><b>Y2</b> Autumn: 3 pieces per week Spring: 3-4 pieces per week Summer: 3-4 pieces per week Plus child voice quotes</p> <p><b>KS2</b> At least 3 pieces per week plus extended writing in other subjects</p>
English Phonics / Spellings			<p><b>Spellings:</b> Use Babcock No Nonsense</p>	<p><b>Y1:</b> Continue from EYFS with daily phonics</p> <p><b>Y1</b> Phonics: At least 4 (20 mins) lessons per week</p> <p><b>Y2:</b> Introduce phase 6 phonics and use Babcock No Nonsense 3-4 x per a week for spelling rules (this can be a literacy lesson starter).</p> <p><b>KS2:</b> Spelling should be 3 x No Nonsense spelling sessions a week.</p> <p><b>KS2:</b> Phonics intervention for lower ability children only</p> <p>Please ensure that consistent spellings given out across year groups.</p>
Punctuation and Grammar			Smartboard or lesson plans or evidence in starters	<p><b>KS1:</b> taught within literacy lessons, sometimes discretely</p> <p><b>Y3-4:</b> SPAG - taught within literacy lessons and starters, sometimes discretely.</p> <p><b>Y5-6:</b> SPAG – some discrete Spag lessons, plus literacy starters</p>
English Handwriting			<p><b>Handwriting: KS1 and KS2:</b> Use Nelson units</p> <p>KS1 use red lined pupil books</p> <p>KS2 use lilac handwriting books.</p>	<p><b>KS1:</b> 3 discreet 10-15 minute handwriting sessions a week following the Nelson units. In KS1 these should follow this pattern:</p> <ol style="list-style-type: none"> <li>1. Modelling letter formation and joins for that unit on WB – children on mini-whiteboard</li> <li>2. Writing in red, lined books using unit in <b>pupil book</b></li> <li>3. Writing in red, lined books using unit <b>resource book</b></li> </ol> <p>These sessions are short and could be EMW, after break, after lunch.</p> <p><b>Y3/4:</b> 3 x 20 min sessions 1 x session of teacher input 1 x session using the pupil book 1 x session using activity book</p> <p><b>5/6:</b> 3 x 10-15 min sessions 1 x session using the pupil book 1 x session using activity book 1 x session copying up to best a piece of work eg for topic book</p>
English Reading			Class guided reading texts as per school planning (currently under review).	<p><b>Y1:</b> Every child to read with an adult every week individually or in guided reading</p> <p><b>Y2:</b> Every child to read with an adult every week</p> <p><b>Y3-4:</b> At least 1 hour of guided reading every week. This forms part of the 60 minutes of English per day in 3/4</p> <p><b>Y5-6:</b> One hour discreet lesson per week, plus within literacy lessons and starters.</p>
Maths	60 a day	60 a day	<p><b>Weekly Short term</b> planning- can be Smartboard Slides or a weekly planner-</p> <p><b>Medium Term</b> Maths Long Term Overview</p> <p>Consistent WALTs across year group to be agreed <b>by the end of</b></p>	<p><b>Normally 5 lessons per wk. Normally a.m. unless PPA day</b></p> <p><b>Y1:</b> Autumn: 1-2 pieces per week Spring: 2 pieces per week Summer: 2-3 pieces per week Plus child voice quotes</p> <p><b>Y2:</b> Autumn: 2-3 pieces per week Spring: 3 pieces per week Summer: 3-4 pieces per week Plus child voice quotes</p> <p><b>KS2</b> At least 3 pieces per week</p>

Subject / Other activity	Minutes		Scheme / Type of Planning Required	Expectations – Quality First Teaching
	KS1	KS2		
<b>Maths</b> Mental Maths / Tables			<b>PPA</b> for the following week.	KS1 children to work on counting and times tables but testing to be done at teacher discretion. KS2 children tested weekly on their times tables (and division facts). Children should progress through times tables at their own pace (eg once they can fluently answer multiplication and division facts for the 3s, they should move on to the 4s). Children must be able to quickly recall both the multiplication and division facts before moving on.
<b>History or Geography</b> (depending on term)	45-60	45-60	<b>Medium Term</b> Foundation Subject plans	1 lesson per week or 2 in a fortnight (pm)
<b>Art</b>	30-60	30-60	<b>Medium Term</b> Foundation Subject plans	1 lesson per week or 2 in a fortnight (pm) In KS2 this may be for a half term only as alternates with D&T
<b>DT</b>	30-60	30-60	<b>Medium Term</b> Foundation Subject plans	1 lesson per week or 2 in a fortnight (pm) In KS2 this may be for a half term only as alternates with D&T
<b>Music</b>	30-60	30-60	<b>Medium Term</b> Foundation Subject plans (if not K2Music)	1 lesson per week or 2 in a fortnight (pm)
<b>RE</b>	60	60	<b>Medium Term</b> <i>Understanding Christianity for Christianity and school planning for other faiths.</i> Consistent WALTS across year group to be agreed <b>by the end of PPA</b> for the following week.	One lesson per week  <b>KS1:</b> Some evidence from every lesson either in class RE book or child's book. <b>KS2:</b> Generally evidence is recorded each lesson (either individually or through group work). At least one opportunity for extended writing in RE every half term.
<b>MFL (French)</b>	0	30-60	West Sussex Scheme	<b>KS1:</b> French can be taught in other subjects <b>KS2:</b> One lesson / week or 2 / fortnight (pm)
<b>Computing</b>	45-60	45-60	Rising Stars/Scratch – new scheme being used E safety - Knowsley City Learning Centre Digital Citizenship and Technology Scheme	1 lesson per week or 2 in a fortnight (pm) Use of the ICT suite where possible.  E safety lessons to be delivered termly – as per the AUP Policy. Teachers to sign to say that lessons have been delivered.
<b>PE</b>	120	120	Val Sabin/Locality - Progression of Skills/Activ8.	2 lessons per week
<b>Science</b>	60	60-120	Kent Locality Scheme. Consistent WALTS across year group to be agreed <b>by the end of PPA</b> for the following week.	KS1 1 lesson per week LKS2 1-1.5 lessons per week UKS2 generally 2 lessons per week
<b>PSHCE</b>	30 or as req.	30 or as req	Relationships and Sex Education Policy must be followed. Y5/6 use the Growing Up Growing Wise materials.  Teachers can refer to SEAL documents for guidance	KS1 1 lesson per week or 2 in a fortnight (pm) LKS2 15-30 mins as required UKS2 – as required.
<b>EMW (Early Morning Work)</b>	30	30		KS1 Teacher and other adults to be working with children reflecting on work and marking. Other children to be engaged in independent focussed activities. KS2: EMW to be used for reflection on marking, completion of work and structured activities to support core subjects eg spelling or timestable practice.

Subject / Other activity	Minutes		Scheme / Type of Planning Required	Expectations – Quality First Teaching
	KS1	KS2		
Golden Time	20	20		See behaviour policy. Please note golden time is earned by the children and not an automatic right.
Tidy up time				E.g. 5-10 mins per day
Home Learning	n/a	n/a		<b>KS1:</b> Consistent books across year group <b>KS2:</b> Consistent across the year group. See Homework Policy
Going to Assembly	25	25		5 x 5 minutes per day. Time allowed for getting to assembly
Assembly	75	75		5 x 15 minutes assembly
Morning Break time	75	77		5 x 15 minutes playtime. 10 minutes if assembly overruns slightly.
Registration	50	50		2 x 5 minutes per day
<b>TOTAL</b>				
<b>ACTUAL TOTAL OF SCHOOL WEEK</b>	1625	1675		<b>KS1:</b> 8.45-12.00; 1.00-3.10 (195 + 130) x 5 = 1625 minutes or 27 hours 5 mins <b>KS2:</b> 8.45-12.00; 1.00- 3.15 (195 + 140) x 5 = 1675 minutes or 27 hours 55 mins

## Year Group Performances and Parental Engagement Opportunities

Please refer to the grid below for expectations for each year group. Please note that timings and performances may vary.

### Early Years/KS1

TERM	LFN	YEAR R	YEAR1	YEAR2
Autumn 1	Harvest Celebration	Stay and Play session		
Autumn 2	EYFS Nativity	EYFS Nativity	Christmas Concert (Jingle Bell Rock)	Nativity
Spring 1	Easter Celebration	Stay and Play session	Buckingham Palace Tea	
Spring 2				Invite to read/play maths games
Summer 1	Stay and Play session	Showcase	Showcase	Showcase
Summer 2	Summer Party	Parent Party		

### KS2

TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Showcase	Showcase		
Autumn 2			Showcase	Showcase
Spring 1				
Spring 2	Music Performance Drums CE	Extended Showcase	Music Performance Keyboard CE	Bollywood performance
Summer 1			Chorus for Y6 Play	
Summer 2	Roman Experience Including food (6.30-7.30pm)	Music Performance CE		Play



# Teaching and Learning Strategies

## Aim

At St Nicolas and St Mary C.E. Primary School, there are some general teaching and learning strategies that we use throughout the school or a particular Key Stage. The purpose of including them in this policy is:

- To ensure consistency of practice across the school – including terminology
- To inform new teachers (including students) what teaching and learning strategies pupils may be familiar with.

Teaching and Learning Strategies		
Strategy	Explanation	Key Stage
ABC	Child are encouraged to: A) <b>A</b> nswer a question B) <b>B</b> uild on an answer or statement C) <b>C</b> hallenge an answer / statement / piece of work	<b>KS2</b>
PEE	<b>P</b> oint, <b>E</b> vidence, <b>E</b> xplain – used to find a point, provide the evidence and then explain eg. to answer a guided reading question.	<b>KS2</b>
Whiteboards	Used for children to respond to questions.	<b>ALL</b>
Fingers/thumbs	Children use fingers/thumbs to respond to a maths question or vote on a correct answer.	<b>ALL</b>
Signing up	Using post it notes to answer or ask questions.	<b>KS1/2</b>
Elicitation sheets	Used throughout topics – What do you know already? What do you think you know? What do you want to find out?	<b>KS1/2</b>
Children leading teaching*	Using child ‘experts’ to describe/ ‘teach’ a concept to develop their own knowledge, understanding and skills whilst also supporting others.	<b>ALL</b>
Stuck in the mud/In the pit	Children need to develop perseverance and resilience and acknowledge that although they can get ‘stuck in the mud’ with their learning, they have the strategies to get going again (Links to Tough Tortoise).	<b>KS1/2</b>
Referring to the Building Learning Power animals/qualities*	See separate section below.	<b>ALL</b> <b>EYFS</b> only introduce Team Ant and Tough Tortoise.
Think Pair Share*	Have the opportunity to talk to a partner about their ideas or to answer a question.	<b>ALL</b>
Journey Together partners (Talk partners)*	Mixed ability pairs for children to work in. All children to be in mixed ability (ideally boy/girl and should last the year) Journey Together partners. These should be used across all subjects when mixed ability working is appropriate. Children should walk from church, school trips, etc with their partner.	<b>ALL</b>
Phone a friend	Children choose a peer to support them.	<b>ALL</b>
Bs Before Me!	Encouraging children to use brain, book and buddies before coming to the ‘boss’ for support.	<b>KS1/2</b>
Traffic light cards / smiley faces / thumbs up, down or in the middle*	The children self-assess their knowledge and understanding of a concept or the success criteria.	<b>ALL</b> <b>EYFS</b> towards the end of the year.
WILF checklists	The children self-assess whether they have met the success criteria.	<b>KS1/2</b>
Recording of child voice by TA/teacher*	Record of what children say as a response to a question, during table work and child initiated work etc.	<b>KS1 / EYFS</b> or less able in <b>KS2</b> .
Listening ladder	To monitor and reward good listening in the classroom.	<b>ALL</b>
Lolly sticks	Choose children at random for an answer/question.	<b>ALL</b>

**NB** It is not expected that all of these strategies are in use throughout the Key Stage at all times. They are strategies that are often used throughout the Key Stage/s.

**\*Strategies that are non-negotiable.**

# Presentation

**Aim** – to ensure excellent presentation and consistency across the school.

Presentation		
Year	Presentation	Expectations / Guidance <i>Pupils should:</i>
EY	Equipment	Use a range of writing equipment including <b>PENCIL</b> when appropriate.
	Books	Year R classes should be using the same literacy books, with space for a picture, plus wide lines for writing, labelled as per below. If a cover sheet is used, this should be the same for both classes. YR classes should be using the same Home Contact Books, with guidelines inside to explain parental input.
KSI &2	Labelling books	To include: first name only (plus surname initial if there is more than one child of the same first name in the class), subject, class name and teacher name in best handwriting (lower case) or handwritten by staff where appropriate. <b>Do not</b> attach cover sheets onto books – unless you are relabelling a book (eg RE, French, PSHCE etc) which has come up from a previous year. If this is the case, please use the standard school book labels saved in T share/Presentation.
	Title (WALT)	Ensure all work has a WALT. Titles may also be added if relevant to the work eg the title of a written narrative.
	Date	Write the date on the right hand side of the page.
	Stickers	Staff may create stickers or worksheets with the title/date/WALT already on.
	Layout	Not miss out pages or half pages. Start writing next to the margin. Use finger spaces and write on the line. Write the date on the right-hand side but take care to leave sufficient room. Underline the date and title in pencil.
	Equipment	Use pencil initially and then edit, mark and respond to marking in <b>GREEN pen</b> . Provide additional equipment eg pencil grips if required by individual children.
	Errors	Cross out any mistakes with a single, straight line only.
	Handwriting	Make every effort to meet handwriting age related expectations (ARE) - see separate table.
	Self and peer marking	Pupils should work neatly – with a small tick or cross where appropriate and add their initials neatly. They should only add stars, rockets and comments when requested to do so.
	Teacher Marking	Teachers should write/tick/star and rocket according to the school marking codes in <b>PURPLE</b> pen (pens purchased by the school and not felt tips). Teachers writing <b>MUST</b> be neat and legible.
	Extension Tasks	These should be labelled 'Extension' or colour coded.
KSI	Title (WALT)	Write and underline a WALT/title where possible. Ensure a capital letter at the beginning of the title.
	Date	Write short date (e.g. 2.2.15)
	Equipment	Year 1: Normally write with a thick <b>PENCIL</b> and a thin pencil when ready. Year 2: Normally write with a thin <b>PENCIL</b> unless a thick pencil is still required. +av children may qualify for a pen licence in exceptional circumstances.
	Loose sheets	Trim and stick in additional sheets of paper the right way round with support (or by staff).
KS2	Title	Underline the title with a pencil and ruler. Write WALT and title. Use capitals for key letters in the title.
	Date (WALT)	Write the long date in literacy and other subjects: Tuesday 24 <sup>th</sup> February 2015 Write the short date for other subjects: 2.2.15
	Equipment	Use a <b>PENCIL</b> for all subjects until a handwriting license is earned. After receiving a license, use a <b>PENCIL</b> for maths and <b>BLACK</b> pen for other writing. Diagrams and drawings should be done in pencil. (Year 6 – more flexibility in terms of pens used as permitted by the class teacher in prep for secondary transition). Provide additional equipment eg pencil grips if required by individual children. <b>GREEN</b> pen to be used for editing, marking or responding to teacher comments.
	Loose sheets	Trim and stick in additional sheets of paper the right way round.

## Rewarding Good Presentation and Handwriting

In Year R, staff can move children on to “the sun” and in KSI/2 give Best Points or Improved/Perfect Presentation stickers to reward children for good handwriting and presentation. Handwriting licenses are awarded to children who meet the required level.\* At least once a term, teachers can nominate two pupils, one for Improved Presentation and another for Perfect Presentation for a school certificate (or a Fantastic Letter Formation certificate in Year R). The school may have handwriting competitions and displays to promote good handwriting.

### **Challenging Poor Presentation and Handwriting**

If a child does not present work to the best of their ability then this should be challenged through teacher marking or oral feedback eg they could be asked to do at least some of the work again. Alternatively they could be given a target, rocket or polishing point (PP). Handwriting licenses can also be revoked if standards drop.\*

\*See Pen Licence Guidance

### **Monitoring**

Work scrutinies will look at handwriting against ARE and quality of presentation in line with school policy.

## **Exercise Books**

### **Maths Books**

Squared books should be used to support children to layout their work neatly. When necessary, plain paper or work sheets should be trimmed and stuck in neatly.

### **Writing Books**

Lined books should be used where possible and guidelines should normally be used to support good presentation if the child is writing on plain paper. Stickers must be used to label assessment writing eg big writes.

### **RE Books**

Should be handed up from Year 1 to Year 2. A new RE book should be started at the beginning of KS2 and in each subsequent year if necessary.

### **Other Books**

Please refer to the list in the T&L Policy appendices (copy kept in the stock cupboard). Other books which may be handed up (if there is at least 1/3 of the book left at the end of the year) for additional work are French, PSHCE and Handwriting.

# Marking, Feedback and Assessment

Please note – this section is currently under review and several new systems are being trialled.

## Marking and Feedback Aim

The key purpose of feedback (or feed-forward) is to help children make rapid progress and achieve well.

## Research

Giving pupils clear and effective feedback is “high impact” (Durham University, 2011). Comments should be:

- specific
- relate to challenging tasks
- given sparingly so they are meaningful
- encourage self-esteem by focusing on the positive

Remember to praise effort - not ability.

## Policy

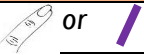

All staff are expected to follow the policy unless agreed otherwise with the Headteacher. Advice can be sought from colleagues about the policy but any aspect that could be better, is not working or is not manageable must be discussed with the Headteacher.

## Non-negotiables

Staff must:

- Use and display Phase marking codes (as per below) and enable children to understand them.
- Mark primarily against the WALT.
- When deep marking give:
  - ★ Stars *Successes of lesson / Something good / learning achieved / “What Went Well”*
  - ➔ Rockets *Something to practice, challenge, “Even Better If” or next steps of learning – (Structured, Scaffolded and Developmental – see below)*
  - PP Presentation Point eg to address poor handwriting or missed date or page, not using a ruler etc
- Write “★WALT” to indicate that the learning objective has been achieved.
- Mark or give oral feedback (OF) during lessons whenever possible so that there is immediate impact.
- Aim to mark in greater depth once per week for core subjects and half termly for foundation subjects.
- Write “OF” on work to indicate that oral feedback needs to be given. The class teacher or pupil should tick the “OF” once oral feedback has been given. Alternatively the pupil can tick the “OF” in green.
- Ensure that teaching assistants annotate work to show any support given.
- Complete and return marked work:
  - EY within 1 day
  - KS1 within 2 days (7 days for longer assessments i.e. Big Writes or Topic Books) or next lesson (if a weekly lesson)
  - KS2 within 2 days (10 days for longer assessments i.e. Big Write and Topic Book) or next lesson (if weekly)
- Ensure children respond to every piece of marking and give them sufficient time to do so (in GREEN) e.g. during early morning work, starters or in plenaries. They could, for example:
  - Initial to indicate they have read/responded to the marking.
  - Answer a question
  - Identify or correct certain errors
  - Complete a problem
  - Extend an answer
  - Repeat an exercise
  - Improve a sentence
  - Practice a spelling correction (3 times), ideally within a sentence.
- Ensure HLTAs, TAs, supply teachers and students mark in line with our policy. Teachers should report any problems. If marking is done by someone other than the class teacher, the marker should add their initials.
- Use the appropriate colours (see below)
- Not mark everything (e.g. every single spelling error).
- Not overload children with feedback.
- Use the codes to support pupils in correcting their mistakes.

# Marking Codes

Picture / Symbol	Explanation	Key Stage
 or /	Missing finger space	ALL
✓	Good / correct (Could also write “wow...” or use 😊)	ALL
OF	<b>O</b> ral <b>F</b> eedback (Tick/initial when given)	ALL
<i>Example</i>	Model e.g. letter formation, joins, spellings etc	ALL
😊 😐 😞	Self-assessment (see posters) or Traffic Lights (RAG)	ALL
S	<b>S</b> upported by an adult	ALL
I	<b>I</b> ndependent	ALL
CI	<b>C</b> hild <b>I</b> nitiated	ALL
G	<b>G</b> roup Work	ALL
AL	<b>A</b> dult <b>L</b> ed	EYFS
←	Start writing at the margin	KS1
→	Write from left to right	KS1
↓	Write on the line	KS1
	Sound out more carefully	KS1
T	Target (“star when achieved” eg *T)	KS1/2
WALT	<b>W</b> e <b>A</b> re <b>L</b> earning <b>T</b> o... (“star” when achieved)	KS1/2
★	“Star” – Good learning / learning achieved	KS1/2
↗	“Rocket” – Next learning steps	KS1/2
becos	Spelling mistake	KS1/2
ca (T) or CL	<b>C</b> apital <b>L</b> etter error	KS1/2
○	Punctuation problem (or add punctuation or <b>FS</b> / Ⓞ for <b>F</b> ull <b>S</b> top)	KS1/2
?	This does not make sense (use bracket if needed)	KS1/2
^	Missing word(s)	KS1/2
↪	This needs to be moved	KS1/2
∞	Use connectives	KS1/2
//	New paragraph needed	KS1/2
I done	Wrong tense	KS1/2
2+3=(9)	Check your-calculation	KS1/2
PP	<b>P</b> olishing <b>P</b> oint – Presentation or minor error to work on e.g To write in columns (Maths), To use a ruler.	KS2
BP	<b>B</b> est <b>P</b> oint	KS2
D	Child adds when they have used a dictionary independently	KS2
TH	Child adds when they have used a thesaurus independently	KS2

## Marking Colours

Please note – only green pens are appropriate for editing and pupil response and not pencil crayons or felt tips. Some children may need different colours if they have a medical condition affecting their vision.

Working/Writing/Drafting	Editing	Marking	Responding
EYFS should use a range of writing equipment including <b>PENCIL</b> when appropriate		Marking should be in <b>PURPLE</b>	
KS1 should normally write in <b>PENCIL</b>	Children could edit / mark their work in <b>GREEN</b>	Marking should be in <b>PURPLE</b>	Children should respond to marking in <b>GREEN</b>
KS2 should normally use a <b>PENCIL</b> for maths and <b>BLACK</b> pen for other writing	Children could edit / mark their work in <b>GREEN</b>	Marking should be in <b>PURPLE</b>	Children should respond to marking in <b>GREEN</b>
Year 6 – more flexibility as permitted by the classteacher in prep for secondary transition			

## Rockets

<b>Rationale</b>	To support, consolidate, challenge misconceptions and extend learning; to provide <i>NEXT STEPS</i>
<b>Initial Assessment</b>	Assessment for Learning May link to learning objective (WALT) or next learning objectives e.g. “half past”
<b>Review</b>	Teachers should look back through work: If pupils are repeatedly given same rockets then they are not making progress and intervention is required.
<b>Frequency</b>	Rockets are given as required.
<b>Pupil Access</b>	Written in children’s books
<b>Pupil reflection</b>	Children must respond to all marking including rockets. Teachers should ensure that pupils have time to respond to rockets before beginning on the next piece of work.
<b>Number</b>	Normally two or three stars and one rocket are given for in depth marked work. Rockets should be given where a child has not met the WALT.
<b>Examples</b>	<ul style="list-style-type: none"> <li>→ Can you tell me more about...</li> <li>→ Can you improve your sentence openers?</li> <li>→ Now round to nearest 10</li> </ul>

## Marking Prompt Guidance (To be reviewed and to include SPAG examples)

Type of prompt	Literacy example	Maths example
<b>1. Structured prompt</b> for the child who has not achieved the learning objective.	<b>WALT: Use adjectives</b> <i>The man walked along the beach.</i> Comment: Choose adjectives to describe the man and the beach. The _____ man walked along the _____ beach. Old, ancient, tall, sandy, pebbly, wrinkled. For this type of prompt you will give them the structure (or examples) and provide them with options to choose from.	<b>WALT: Add 9 to any 2 digit number</b> Comment: Remember to add 10 to help you. E.g. $43 + 9 =$ $43 + 10 = 53$ and $53 - 1 = 52$ Now you have a go at these: $77 + 9 = 45 + 9 =$ $77 + 10 =$ _____ $- 1 =$ _____ $45 + 10 =$ _____ _____ $- 1 =$ _____
<b>2. Scaffolded prompt</b> for the child who has achieved some of the learning objective but whose work is inconsistent.	<b>WALT: Include descriptive language</b> <i>Katie was in the jungle and smelt a snake's breath.</i> Comment: Tell me more about the snake, what did its breath smell of? Here, you are asking them a question to extend their work further.	<b>WALT: Add 9 to any 2 digit number</b> Comment: Well done, but you sometimes added 1 instead of taking away. Let's look at $46 + 9$ $46 + 10 = 56$ and $56 - 1 = 55$ Now you try doing the same with these: $59 + 9 =$ $78 + 9 =$
<b>3. Developmental prompt</b> for the more able child or one who has achieved the “WALT”.	<b>WALT: Write a character description</b> Comment: Tell me more about James and what he is like. This type of prompt just reminds them what you want them to do and asks for more detail.	<b>WALT: Add 9 to any 2 digit number</b> Comment: Well done, you can add 9 to a 2 digit number, now have a think about how you could add 19, 29, etc. to a 2 digit number. Try these ones: $65 + 19 = 49 + 29 =$

## Marking Code – Further information

Teachers should ensure that only the listed codes are used. Younger and/or less able children may prefer use of the visual pictures.

### Good practice

- Don't circle/highlight every error (e.g. missing capital letter) but ask children to find x mistakes (e.g. Can you find three missing capital letters?)
- Discuss work with a table, and then get all the children to write "OF✓"

### Monitoring

- Books (relevant to the subject being taught) should be available during lesson observations.
- Work scrutiny/pupil interviews should be undertaken half termly with feedback given to each teacher on:
  - a) Progress
  - b) Challenge (attainment)
  - c) Marking (in accordance with policy) including pupil responses
  - d) Presentation and handwriting (in accordance with ARE and school policy)

## Assessment Strategies

At St Nicolas and St Mary C.E. Primary School we use a range of assessment strategies to inform:

- Pupils and parents about progress and achievements
- Pupils and parents about the next steps required for further progress
- Teachers about gaps in pupils' knowledge and understanding or skills that need to be addressed through further teaching
- School Leadership Team about the progress of pupils and groups of pupils in order to: ensure equality of opportunity, inform teacher performance management, and help leaders (SLT and Governors) to target resources and intervention strategies.

The school uses a wide range of Assessment Strategies which are categorised into three Key Groups:

### Assessment FOR Learning (Formative)

When teachers use inferences about children's progress to inform their teaching - examples to be found in *Teaching and Learning Strategies*.

### Assessment AS Learning

When children reflect on and monitor their progress to inform their future learning goals eg green pen feedback, pupil conferencing, reviewing their targets etc.

### Assessment OF Learning (Summative)

When teachers use evidence of children's learning to make judgments on children's achievement against goals and standards - see *Assessment Management System*. In addition, the school uses a variety of Summative Assessments given at the end of a year or unit to assess a child's understanding of a topic or instruction.

### In-school Summative

- Half termly Maths Progress Tests? See Annual Assessment Planner
- End of unit Tests eg science
- End of unit assessment piece eg RE
- Use of new literacy tick sheets
- Big Writes
- Times Tables Tests
- Spelling Tests

### National Summative:

- EYFS Profile
- Year 1 Phonics Screening Check
- End of Key Stage 1 SATS
- End of Key Stage 2 SATS

### School Assessment Management Systems:

With the move to assessment 'without levels' the school has introduced an Assessment Management system - Target Tracker. Staff are able to use the system to make formative and summative judgments on children's progress and attainment.

### **Non-Negotiables**

Teachers must:

- Make regular pupil assessments against the Statements Make termly Steps judgements ( Aut 2, Spring 1, Summer 2)

During the year, using the Statements information teachers will make termly Summative judgements called Steps. These Steps refer to where the child is working within their year group band against age related expectations eg:

- Beginning
- Beginning +
- Working Towards
- Working Towards +
- Secure
- Secure +

In Year 1, if there are children who have not yet met the Early Learning Goal in reading, writing or maths and the Year 1 Target Tracker statements are not yet applicable, then the EYFS profile will be used to track their progress and for target setting.

If a pupil has additional needs and their EYFS attainment against the EYFS profile has not been demonstrated at the end of this stage, the teacher and SENDCO may decide to continue with an early years curriculum to support the pupil's learning and development. These children will be assessed using P scales by the end of Year 1.

### **Retention of Maths and Literacy Work**

At the end of each academic year, each pupil's most recent maths and literacy book, plus any end of year tests (eg Puma) should be handed up to the new teacher to aid their initial assessment. These books should be returned at the end of the Autumn term, once the Aut 2 Target Tracker judgement has been made.

### **Moderations**

Step judgements will be moderated regularly at Staff Meetings and where possible with other schools using Target Tracker, to ensure accuracy.



# Targets

**Aim:**

- To identify the NEXT AREA of learning for the pupil to work towards.

All staff, children and parents/carers are engaged in the process.

-Targets are based on the needs of the child and are reviewed regularly to enable the child to make rapid progress in their learning.

	EYFS	KS1	KS2	
<b>General</b>	<p>Each child has a next steps sheet which consists of targets taken from the Early Years Curriculum. These are put up on the wall in the classroom which ensures that they are accessible at all times, allowing all practitioners to focus on children's targets during observations, assessment and play.</p> <p>At Parents Evening, parents will be given a copy of the 'Next Steps' sheet.</p> <p><b>Nursery Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of Learning.</li> <li>- Personal, Social and Emotional development</li> <li>- Personalised Learning</li> <li>- Physical development</li> <li>- Communication and Language</li> <li>- Personalised Learning.</li> </ul> <p><b>Reception Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Characteristics of Learning</li> <li>- Reading</li> <li>- Writing</li> <li>- Number</li> <li>- Personalised learning.</li> </ul> <p>In addition, children will have a 'footprints target' which is derived from a discussion between the teacher and the child and is personal to the child.</p>	<p><b>Target setting:</b></p> <p>Each year group will have key targets for writing and maths and a group reading target.</p> <p>The targets will be SMART targets (Specific, Measurable, Achievable, Realistic and Time related).</p> <p>All target resources will be saved in the Targets folder in the T share.</p> <p>Most children will be working towards targets that are taken from their year group National Curriculum expectations. In the event of these targets being beyond pupil ability, targets may be chosen from an earlier year group to suit their needs.</p> <p>Alternatively, the teacher and child may decide that a different target is more appropriate. For example, it could be that in order to progress in their learning a child needs to remember to use a resource independently eg. number line or phoneme frieze. This can be set as their target.</p> <p>If a child has an <b>Individual Learning Plan (ILP)</b>, these targets should be used on the target cards. The child must know all of the targets on their ILP and/or know where the ILP is kept (in an accessible and discrete place). Every time the child meets the target, this should be dated on the ILP (copied over from target card OR added on if not a maths/literacy target). ILPs are reviewed by staff, pupils and parents in October, Feb and June. Every time a child meets a target on their ILP, send them to Miss Wing/Mrs Masters or the Phase Leader to be celebrated.</p> <p><b>Role of children and parents/carers:</b></p> <p>New targets will be discussed and shared with pupils and also shared verbally with parents at Parent Consultations. Parents should be given a copy of the Maths Target sheet to highlight and access to post its if they would like to make a note of other targets.</p> <p>Children will regularly assess the progress they have made towards their targets. If a pupil feels they have met their target in a piece of work, they may add *T in GREEN pen for the teacher to review when marking (age and ability appropriate).</p> <p>If the teacher <i>does not agree</i> with the child's judgement, they will write OF (oral feedback) and discuss this with the child.</p> <p>If the teacher <i>agrees</i> with the child's judgement, they will tick next to where the child has written *T.</p> <p>The teacher or child (age and ability appropriate) will then tick and date their target card.</p> <p>In their maths and writing, targets need to be met at least x3 for a child to receive a new target. Teachers will want to see evidence of the child meeting the target in different contexts and independently before setting a new one neg. away from the point of teaching.</p>		

		<p>Targets will be shared and reviewed regularly with pupils. They will be accessible at all times. A new target is set once the old one has been achieved.</p> <p>Picture prompts and simplified language may be necessary depending on age and ability.</p>
<b>Maths</b>		<p>Target Sheet (which covers all key targets) will be stuck in the front of the pupil's Maths book.</p> <p>As children meet these targets (through assessment away from the point of teaching eg. target bubbles and other assessments) the child or teacher will colour in the animal and date it.</p> <p>Teachers should be aware of how individual children are doing and who is/isn't achieving their targets.</p>
<b>Literacy</b>		<p><b>Writing:</b> Writing targets need to be accessible to the children at all times as they will be used in subjects across the curriculum eg. writing in R.E and science. Writing targets should be out in front of the pupils every time they write. Teachers to decide how to display the literacy targets in order for them to be accessible eg. literacy target pots/strings.</p> <p><b>Targets should be set at least and reviewed at least half termly.</b></p> <p><b>Year 1</b> <b>X1</b> target (SPAG based) In the Summer Term, <b>X2</b> targets. <b>Year 2 - X2</b> targets (At least X1 SPAG based).</p> <p><b>Reading:</b> 1 target that may be a whole class, group or individual target. <b>These reading targets will be reviewed half termly.</b></p> <p>Teacher to decide how to display this target.</p> <p>The reading target does not have to be ticked off and dated as with the writing and maths target.</p> <p>However, all children need to know the target they are working towards and where it is displayed.</p>

## Interventions

- The SENDCO, Phase Leader and class teachers will liaise about the most appropriate interventions to run in the year group/phase, the children who should attend and which TAs will run them [liaise at end of Summer term, Week 1 / 2 of Autumn Term and then at Pupil Progress Meetings]. The SENDCO will attend any relevant phase meetings. The Phase Leader and class teachers will agree the intervention times.
- Interventions must have started by Week 3 or, at the latest, Week 4 in September.

### Phase Leader will:

- ensure that Wave 1 and 2 interventions are helping the children make progress, alongside class teachers.
- check that Intervention Impact Forms have been completed for **Wave 2 interventions** (SENDCO will oversee some Wave 2 – see Intervention List document saved in T Shared>Intervention).
- list the children attending interventions on the Key Stage Intervention Overview (T Shared>Interventions>2018-19). Once the interventions are confirmed for the Autumn Term, print this document off and put in day book for TAs to see. If changes are made to the interventions, these must be noted on the Overview.

### SENDCO will:

- ensure that all interventions listed on Key Stage Intervention Overviews are put onto Additional Needs Register Week 4, Autumn Term.
- monitor impact and recording of **Wave 3 and some Wave 2 interventions** with class teachers to ensure that they are helping children to make progress (SENDCO will meet up with these TAs every 6 weeks or as needed).
- organise 2 drop-in sessions a term to help TAs complete Intervention Impact Forms.
- ensure that TA support is targeted at the correct Phase (joint decision with SLT and Phase Leaders).
- monitor the impact of all interventions across the school looking at Impact Forms, the Additional Needs Register, intervention records and observations. Findings will be reported to the governors.
- organise training for TAs on specific interventions and support TAs who are unfamiliar with certain interventions.
- liaise with subject co-ordinators regarding the impact of interventions.

### Class teacher will:

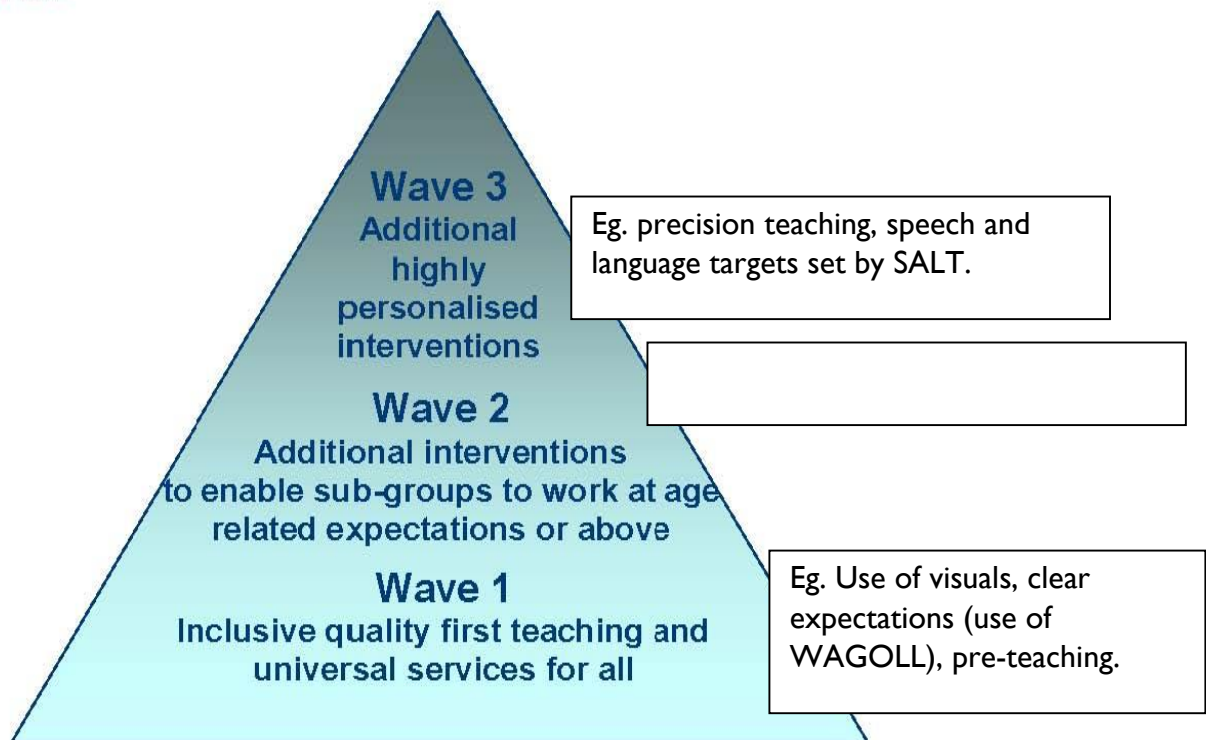
- ensure that **Wave 1, 2 and 3 interventions** are having an impact upon pupil progress – inform SENDCO or Phase Leader if progress not being seen in classroom.
- ensure that interventions are taking place. If the children in your class are not leaving at agreed times, discuss with intervention teacher/TA or inform Phase Leader.
- update changes in provision throughout the year on the Additional Needs Register (Autumn Week 4, SENDCO will ensure all interventions listed on Key Stage Intervention Overviews are put onto Additional Needs Register).

- ensure that they receive a progress update from the intervention TA/teacher regularly. The overall impact of interventions is noted on the Additional Needs Register (if no impact form) OR Impact Form at the **end** of the intervention by the intervention TA/intervention teacher.
- know what is being covered in the intervention and the resources and strategies used to enable the children to apply their knowledge in the classroom and vice versa. This could be done through email, meeting during collective worship on an agreed day, intervention postcards or on intervention records.
- ensure that either they or the intervention TA/teacher informs parents of when the intervention has started/ceased (in person or by letter – see templates in T Shared>SEND>Intervention).
- include interventions taking place for children in your class on your weekly timetable.

List of templates/files found in T Shared>Interventions

- Example of completed Intervention Impact Form
- Intervention Impact Form templates
- List of interventions with info re. pre/post assessments and staff to ask if in need of advice
- Key Stage Intervention Overview
- Planning sheets and logs
- Intervention letters for parents
- Intervention postcards that can be sent to teachers or parents
- Information about the different 'Waves' of intervention
- Eg. precision teaching, speech and language targets set by SALT.

## Waves of intervention model



# Building Learning Power

## Research



Research, by Professor Guy Claxton, suggests there are four qualities that we need to develop to become successful lifelong learners: resourcefulness, reciprocity/relationships, being reflective and resilience. Lifelong learning is our birth right. We continue to develop our capacity for learning in new and challenging circumstances throughout our lives. Claxton suggests we think of these qualities like groups of 'learning muscles' in our brains and, with the right kind of exercise, we can build these to become successful lifelong learners.



Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

## Aim

The purpose of visible learning / Building Learning Power is to give pupils and staff (and parents) the tools to articulate what good learning looks like. In order to do this, the four qualities highlighted above are presented to children in terms of four distinctive characters: Sensible Squirrel, Team Ant, Wise Owl and Tough Tortoise. Children are encourage to recognise the characteristics of these characters in themselves when they are learning, as outlined below:

## Learning Characteristics

Animal / Motto	Learning Qualities
<p style="color: red; font-weight: bold;">Sensible Squirrel</p>  <p style="text-align: center;"><i>Nihil Sine Deo</i></p>	<p><b>Resourcefulness</b></p> <ul style="list-style-type: none"> <li>• Is curious, she listens and thinks carefully.</li> <li>• Enjoys experimenting, creating and asking big questions that don't always have straightforward answers.</li> <li>• Asks herself where new learning fits in to what she already knows by looking for links and patterns.</li> <li>• Uses her imagination, pictures and diagrams to think about learning in different ways.</li> <li>• Actively thinks about and looks for resources and support that will help her with her learning.</li> </ul> <p>Note: This also promotes independence and links to the 4 B's if "stuck:" 1) Brain; 2) Buddy; 3) Board 4) Books</p>
<p style="font-weight: bold;">Team Ant</p>  <p style="text-align: center;"><i>Journey together</i></p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Choose and manages a balance of working with others and alone.</li> <li>• Works as part of a team without taking control and shares ideas by communicating effectively.</li> <li>• Listens respectfully and is learning to think of others feelings before themselves.</li> <li>• Looks for role models by spotting how members of their team are thinking, learning, working and evaluating and then uses these skills.</li> </ul> <p>Note: See links to behaviour policy.</p>

<p><b>Wise Owl</b></p>  <p><i>Guided by God</i></p>	<p><b>Reflectiveness</b></p> <ul style="list-style-type: none"> <li>• Takes responsibility for his learning by planning and organising when, where, why and how he is going to learn.</li> <li>• Takes time to pause while learning to see how things are going and is flexible to change what he's doing to overcome the unexpected.</li> <li>• When he learns a new skill he thinks about how he could use this in other subjects or areas of his life.</li> <li>• Understands that learning is a process. He talks about how he is learning and the strategies he is using, along with what he needs to do to improve himself as a learner.</li> </ul> <p>Note: See Marking Policy. This may also link to the ethos of the school including assemblies.</p>
<p><b>Tough Tortoise</b></p>  <p><i>To do the best we can</i></p>	<p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>• Stays engaged in learning by recognising and reducing interruptions and distractions.</li> <li>• Pays attention, notices details and enjoys recognising his feelings when he is learning, such as frustration and excitement.</li> <li>• Is drawn to a challenge and likes to take risks and learn from his mistakes.</li> <li>• Doesn't rush, perseveres when he gets stuck and celebrates his effort when he achieves his goals.</li> </ul> <p>Note: Staff should praise effort not ability.</p>

### Guidelines

Teachers should ensure:

- VL/BLP is central to teaching
- The relevant character pictures and information are displayed clearly in each classroom
- Rewards are given to children who recognise the characteristics in themselves when they are learning

In Early Years...

- Tough Tortoise and Team Ant will be introduced one at a time during the Autumn term using themed activities, assemblies and activities to ensure children understand what it means to be one of these characters.
- Tough Tortoise and Team Ant will be displayed clearly in each classroom
- Stickers with Tough Tortoise and Team Ant will be given to children who have displayed the attributes of these characters – this may be recognised by them or an adult.

In KS1 teachers should ensure:

- The four characters will be introduced one at a time during the Autumn term using themed activities, assemblies and activities to ensure children understand what it means to be one of these characters.
- The four characters will be displayed clearly in each classroom
- Stickers with individual characters on will be given to children who have displayed the attributes of these characters – this may be recognised by them or an adult. Dojo points linked to the characteristics may also be given.

In KS2 teachers should ensure:

- The four characters will be displayed clearly in each classroom
- When children or adults recognise they have shown one of the attributes of the characters they may be given a sticker or dojo point.
- In UKS2, teachers may prefer to praise children by referring to the characteristics of each animal eg You are being really resilient, or resourceful, rather than using the character names.

## Learning Environment

**Aim** – to ensure consistency in learning environments across the school to maintain high standards and a strong Christian ethos, whilst also allowing scope for individual creativity.

**All classrooms should have the following, as stated below:**

Aspect	EYFS	KSI	Lower KS2	Upper KS2
<b>Maths</b>	Display board. Activities and resources out to ensure continuous provision.	Working Wall Display – see Maths Handbook. Maths posters. Activities and resources out to ensure continuous provision.	Working Wall Display – see Maths Handbook. Maths posters.	Working Wall Display – see Maths Handbook. Maths posters.
<b>Literacy</b>	Display board to include examples of excellent handwriting, modelled eg labels Reading area and activities out to ensure continuous provision.	Working Wall Display – see Literacy Environment Checklist. Examples of excellent handwriting modelled eg labels. Reading area	Working Wall Display – see Literacy Environment Checklist. Examples of excellent handwriting modelled eg labels. Reading area	Working Wall Display – see Literacy Environment Checklist. Examples of excellent handwriting modelled eg labels. Reading area
<b>RE</b>	YR only - Display board related to the termly topic (eg Harvest), which includes a Big Question and child responses.	Display board related to the termly topic (eg Judaism), which includes a Big Question and child responses. Artefacts displayed where possible.	Display board related to the termly topic (eg Hinduism), which includes a Big Question and child responses. Artefacts displayed where possible.	Display board related to the termly topic (eg Hinduism), which includes a Big Question and child responses. Artefacts displayed where possible.
<b>Science</b>		Key vocabulary for current science topic.	Key vocabulary for current science topic.	Key vocabulary for current science topic.
<b>History</b>		During History topics – a display board with key images/questions. Key stage timeline.	During History topics – a display board with key images/questions. Key stage timeline.	During History topics – a display board with key images/questions. Key stage timeline.
<b>Geography</b>		A map of the world or globe. During Geography topics – a display board with key images/questions.	A map of the world or globe. During Geography topics – a display board with key images/questions.	A map of the world or globe. During Geography topics – a display board with key images/questions.
<b>MFL</b>			Key French vocabulary to suit the age group (not a whole display).	Key French vocabulary to suit the age group (not a whole display).

<p><b>SEN</b></p> <p><b>Other</b></p>	<p>Visual timetable and use of widget where appropriate plus any specific resources needed for children with specific needs.</p> <p>Please see additional checklist entitled 'Checklist for an inclusive learning environment.'</p> <p>Role-play area</p> <p>Outdoor learning environment</p> <p>See <b>EYFS Policy</b> for details on requirements for other areas of learning.</p>	<p>Visual timetable and use of widget where appropriate plus any specific resources needed for children with specific needs.</p> <p>Please see additional checklist entitled 'Checklist for an inclusive learning environment.'</p> <p>Role-play area</p> <p>Outdoor learning environment (currently being developed).</p>	<p>Visual timetable and use of widget where appropriate plus any specific resources needed for children with specific needs.</p> <p>Please see additional checklist entitled 'Checklist for an inclusive learning environment.'</p>	<p>Visual timetable and use of widget where appropriate plus any specific resources needed for children with specific needs.</p> <p>Please see additional checklist entitled 'Checklist for an inclusive learning environment.'</p>
<p><b>Ethos and Behaviour</b></p>	<p><u>Reflective/Prayer area</u> Cross, Mission Statement, Christian Values Poster and— see Reflective Corner Guidance.</p> <p>Sun, Rainbow, Cloud system</p> <p>BLP Posters for Team Ant, Tough Tortoise and other Characteristics of Learning characters</p> <p>Rainbow Rules</p> <p>Wet play rules</p>	<p><u>Reflective/Prayer area</u> Cross, Mission Statement, Christian Values Poster and— see Reflective Corner Guidance.</p> <p>Dojo information</p> <p>Best point posters and charts for each house.</p> <p>BLP Posters for all four characters</p> <p>Rainbow Rules</p> <p>Wet play rules</p>	<p><u>Reflective/Prayer area</u> Cross, Mission Statement, Christian Values Poster and bible text – see Reflective Corner Guidance.</p> <p>Dojo information</p> <p>Best point posters and charts for each house.</p> <p>BLP Posters for all four characters</p> <p>Rainbow Rules</p> <p>Wet play rules</p>	<p><u>Reflective/Prayer area</u> Cross, Mission Statement, Christian Values Poster and bible text - see Reflective Corner Guidance.</p> <p>Dojo information</p> <p>Best point posters and charts for each house.</p> <p>BLP Posters for all four characters</p> <p>Rainbow Rules</p> <p>Wet play rules</p>



## Parent Consultation Meetings

**Aim** – to inform parents/carers of children’s progress, in order to work in partnership with them to support home learning.

### **Non-negotiables**

#### *Before Consultation Meetings*

- Notes for the meeting should be typed into Excel spreadsheet found in: Tshare/Class Information By Cohort/Pupil Records.
- Books should be on tables for parents (all books – as agree with Key Stage Leader) with child’s name on top of their pile. KS1 and 2 books to go out: Maths, Literacy, Big Writes. Topic, RE, Art sketch books. KS2 also to add Science books and French. (Y5 to put out Applesham Farm work)
- Note: If hall is not available for set up, then put books on a folding table in shared area/corridor.
- Teachers should have a pen and “stickies” available for parents to make notes on.
- No parents may be seen after the agreed end time (otherwise it gets too late for staff and there is insufficient time to tidy up)
- Ten minute slots to be strictly kept to (using timer)
- Ensure timer is reset promptly (one person to be responsible for this in each hall/room)
- Ensure hardcopies of notes are available in case of IT malfunction.
- ILPs should be ready to shared with parents (possibly at another time)
- Take chair of choice to hall (ideally we will get chais from work room etc)
- Tell Head/SLT of any parent consultation meetings you may be concerned about (so HT/SLT can hover)
- Targets should be made available (copies of maths target sheets and target cards for writing).

#### *During*

- Reading, Maths and Writing targets to be verbally shared during the meeting.
- Cover behaviour, Ma, En, homework, any interventions children are doing and any social issues.
- Remember consultations should be two way – allow questions and comments
- Parents who are separated are only offered one joint slot (to the person with week day custody) unless Head agrees differently.
- Copies of marking code put out on tables (SLT organise)
- Any extra notes from the meeting can be added to the Pupil Record Excel spreadsheet mentioned above.

#### *After*

- Clear away laptop, files and books
- Follow up any issues raised
- Report any concerns to SLT

In the Autumn Term teachers should discuss

- How children are settling in

In the Spring Term

- Discuss progress / end of KS assessments if appropriate.

# Monitoring

**Aim** – to ensure consistency in our approach at St Nicolas and St Mary to Teaching and Learning.

The school has a clear Monitoring and Evaluating Calendar which details the Monitoring carried out by the Senior Leadership Team (+ Extended Leadership Team and Subject Leaders) and the Governing Body.

## **The Role of Senior Leadership Team + Extended Leadership Team (ELT) and Subject Leaders:**

Monitoring is carried out by:

1. Performance Management Reviews
2. Learning Walks and Lesson Observations
3. Work Scrutiny
4. Planning Scrutiny
5. Pupil Progress Meetings
6. Subject Leader led subject reviews
7. Annual School Data Review
8. Pupil Interviews

## **The Role of the Governing Body:**

The Governing Body conducts a regular Curriculum and Standards committee and regular Governor Monitoring visits including Learning Walks, pupil interviews, work scrutinies and interviews with teaching staff. In addition, the Governors receive:

Pupil Progress and Attainment Data Review including Pupil Premium and SEND Reports (Annual)

1. Performance Management Report (Annual)
2. Headteacher's Report (Termly) including updates on the Ofsted Inspection Framework Strands:
3. Extended Leadership Team Impact Statements.

An effective Monitoring and Evaluating schedule ensures the School Leadership team and the Governing Body will have a clear overview of the schools strengths and areas for development.