

THE BRIDGES FEDERATION

LEARNING & TEACHING POLICY

This policy consists of the following:

Classroom Organisation and Management
Planning and Assessment
Creative Curriculum
Marking
Homework
Presentation of children's work
Display
Thinking Skills
Outings

OUR CURRICULUM

INTENT:

Creative learning helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven, active learners.

Our curriculum is planned to:

- help children to become INDEPENDENT, RESILIENT, ACTIVE learners
- be MEMORABLE, fun and engaging
- provide opportunities for children to be creative and allow time for them to explore and develop their own ideas, solve their own problems and use and apply skills – TINKERING
- be child centered and based on children's interests, allowing them to direct the learning where appropriate
- have a strong focus on Literacy, including opportunities to read, write, speak, debate, discuss and question across a range of styles and subjects.
- be broad, balanced and cross curricular, making links to prior learning, knowledge and skills so that the learning is meaningful.
- encourage children to make informed choices
- be flexible and allow us to respond to personal, local and national events

IMPLEMENTATION:

Our curriculum is implemented through termly topics which are carefully planned to ensure that knowledge and skills are covered and progression occurs. We explicitly teach key skills and subject specific knowledge and vocabulary and build upon children's knowledge and skills through a series of lessons.

Wherever possible, the topic is used to link core and foundation subjects together such as literacy, history, geography, art and design. Spiritual, Moral, Cultural and Social development opportunities are woven through our curriculum, alongside British Values, to support children's personal development and prepare them for life in modern Britain.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We use a range of approaches including practical activities and discussions. Teachers plan using the termly planning sheet which is also shared with parents each term and displayed in the school entrance hall. Individual subjects may sometimes be 'blocked' to support teaching and learning. Children complete meaningful 'homework projects' that help to engage them in the topic.

How our curriculum is implemented can be found on our curriculum framework, topic webs, unit posters and planning.

There is an expectation that our curriculum is 'knowledge-rich'. A knowledge rich curriculum is where knowledge is given great importance and is sequenced and taught in a manner that allows for this knowledge to be retained and built upon.

Teachers are encouraged to broaden the experience of the topics for the children using the rich local environment as a basis for learning and providing opportunities for outdoor learning and fieldwork, educational visits, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and school links. Children, typically go on a trip each half term.

Special events such as International Week help children to see the links between curriculum areas and also promote excitement for different subjects. They allow children to study subjects in more depth. Each year we learn about significant people who have had an impact on the world and encourage the children to challenge stereotypes. We also take on a whole school project linked to a local, national or global issue.

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability (see Equality and Inclusion Policy). Many of our Rainbow children integrate into sessions to meet their needs and interests. Where possible we identify children who have strengths or talents in the different curriculum areas. (See More Able and Talented Policy).

IMPACT:

The impact of our curriculum is monitored throughout the year by the Leadership Team and Curriculum Leaders. This is done in a range of ways including:

- data analysis
- looking at children's work and other evidence of outcomes such as digital learning journeys
- lesson observations
- feedback from children
- feedback from teachers

STATUTORY REQUIREMENTS

At key stages 1 and 2 the statutory subjects that all pupils must study are:

- art and design
- design and technology
- English
- geography
- history
- computing
- mathematics
- music
- physical education
- science
- languages (KS2 only)
- personal, social, health and economic education/ relationships and sex education
- religious education

The curriculum should be broad and balanced and promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society. It should prepare pupils for the opportunities, responsibilities and experiences of later life.

OUTSTANDING TEACHING AND LEARNING

OUR TEACHING IS PLANNED TO DEVELOP OUTSTANDING LEARNERS WHO:

- feel safe and secure, able to take risks
- have high expectations of themselves and a desire to do well
- are determined and don't give up, show resilience
- are confident to have a go
- make mistakes and learn from them
- know when to ask for help
- are enthusiastic, eager and excited and are ready to learn
- have a positive self-image
- are ambitious and aspirational
- have a growth mind-set- believe that they can improve
- are inquisitive and ask questions
- solve problems
- take on challenges
- use a range of resources effectively
- work well with others- in groups or pairs
- work independently
- support others
- have good relationships with staff
- are ready to take part in all activities
- know when and how to be competitive
- are conscientious and able to present their work in different ways
- take responsibility for themselves and their learning
- have fun and enjoy learning
- listen carefully

- behave well in class and follow rules
- are focussed on what they need to do
- talk about their learning
- know their learning styles and preferences, but use a range of learning strategies
- apply their knowledge in different situations
- know their targets and what they need to do to improve
- share their own ideas in class
- are reflective and able to assess their own learning
- review and edit their work, responding to feedback and next steps
- have support from their parents and carers
- follow their own interests and find out their own information outside the lesson

IN ORDER TO DEVELOP OUTSTANDING LEARNERS WE WILL:

- have high expectations for all children- believe that they can improve and achieve
- welcome all children and help them to feel safe and secure; build children's self-esteem and confidence
- take account of children's backgrounds and cultures
- be approachable and set aside time to help children
- work with each other to provide the best opportunities for each child
- encourage children to take risks and develop an atmosphere where it is ok to get things wrong
- be positive and be role models- be excited, eager, enthusiastic and ready to learn
- celebrate **all** successes and achievements with the children, recognise and praise effort
- foster a culture where children have ownership of their learning
- talk about children's aspirations and ambitions, provide opportunities for children to learn about the world of work and life beyond school
- develop our own subject knowledge; reflect on our practice and improve
- build on children's skills, knowledge and abilities; be aware of children's individual needs and plan for them- differentiated activities
- put the learning into context, make links to real life
- plan using children's interests and motivators- listen to children and understand their preferences
- share the intended outcomes at the beginning of lessons and topics- refer to these during lessons
- Identify children's misconceptions and use these as a tool for learning
- ask a range of challenging and open ended questions and allow the time to answer questions
- promote inquisitiveness- allow time for children to ask questions
- use a wide variety of resources and allow children to select what they need; use ICT to enhance the learning
- model the learning and find things out together
- make use of outdoor spaces, including trips
- allow the children to choose different ways to extend their learning and cater for different learning styles; use multi-sensory approaches and activities
- provide open ended activities, investigations, experiments and problem solving activities
- make lessons fun, interesting and accessible
- make links between different subjects and topics- encourage creative thinking
- support all children to be independent- provide suitable activities
- use working walls and displays to share information, knowledge and learning
- provide challenge for all children, including the more able

- help children to develop organisational skills
- provide opportunities for consolidation and practice
- assess the children and give them feedback that they can access; use questions in marking and feedback
- provide opportunities for children to reflect on their learning and assess themselves; provide opportunities for peer marking and assessment
- set achievable targets and give feedback against these. Update targets regularly and involve children in the process.
- track progress carefully and support those making slower progress- pre-teaching and re-teaching
- enable children to showcase their work, celebrate and display good work
- give specific praise and provide rewards consistently
- encourage good behaviour: have clear rules, routines and expectations
- allow the children to make choices- linked to learning and behaviour
- develop children's social skills – turn taking, listening, sharing etc. to support learning
- help children to develop life skills- so that they can be independent
- provide opportunities for children to develop their speaking and listening skills; develop children's vocabulary
- use drama and role play and allow time for peer talk
- use different types of groupings (mixed ability, pairs, trios)
- allow the children to take on different roles and responsibilities within the class and groups
- support children to find out more- provide homework and opportunities to research different topics
- work closely with parents to involve them in the learning; have good relationships with parents, regularly share information with them about children's strengths and areas for development

WHAT MAKES GREAT PEDAGOGY?

Recent research has shown that good teachers do the following:

Talk with pupils about their learning, listen carefully, and involve them

1. The importance of taking account of pupil voice comes through consistently. It means that teachers go beyond thinking about what they are going to teach and how, to consulting with students about their experiences as learners.
2. Taking account of pupil voice appears to enable teachers to change or adapt their pedagogic approach and create a virtuous cycle of improvement.
3. Taking account of pupil voice appears to help develop positive relationships. The engagement and enjoyment of pupils appears to be a positive consequence of this.
4. Talking with pupils about their learning appears to enable teachers to make links between teaching approaches and their impact on pupil progress and attainment.
5. Involving pupils in the planning and teaching of their lessons can increase their enjoyment and engagement in learning.

Be open to new learning and challenge and do not give up

6. For teachers to improve their pedagogies they need to believe in their own capacity for growth and improvement and be prepared to be challenged in their beliefs about learning.
7. Changing practices and behaviours requires teachers to have high levels of motivation and commitment and a resilience to manage the range of demands, challenges and priorities that are also part of their role.

Use a range of strategies flexibly to meet pupils' needs

8. Effective pedagogies draw on a variety of techniques. Outstanding teachers can select appropriate strategies to meet the varying needs of pupils, adapting the topic taught according to a range of shifting variables.
9. 'One size does not fit all' – there needs to be an offer of a variety of interventions for special educational needs (SEN) pupils.

Develop pupils' thinking and learning skills

10. An increased access to metacognitive strategies developed through 'talk for learning' appears to improve longer term outcomes for pupils and raise expectations for teachers. The development of learning skills needs to be embedded in lessons.

Build in time for assessment for learning (AfL) and scaffold it

11. Use a scaffolding approach within AfL methodology to activate pupils as learning mentors for their peers. This increases their understanding of next steps and rate of progress when they give and receive feedback.
12. Build in time in lessons for pupils to digest and understand teacher feedback. Verbal and written feedback go hand-in-hand.

PLANNING AND ASSESSMENT

Planning and assessment are closely linked to each other, planning should include opportunities for assessment to take place and should draw upon knowledge about the children gained through assessment. Planning and assessment should take into account the individual needs of each child and as such should ensure opportunities for **all** children to learn.

Each teacher receives designated planning, preparation and assessment time (PPA time) each week. Children are invited to discuss their own needs and interests, to inform the planning. A range of resources and books are available to support planning and assessment. These are stored centrally in the workroom, on google drive and the subject resource cupboards.

PLANNING

Effective planning helps to ensure that children make progress. It also ensures that children receive a broad and balanced curriculum. Teachers are encouraged to **Plan** from the top down. Thinking about where they want the child to be at the end of the year. Planning is consistent, well differentiated to meet children's needs and takes into account children's interests. There is a focus on creative curriculum topic links, memorable lessons that build on children's interests and what they already know, progression and coverage. Lessons should be fun, creative and challenging.

What do we need to take into account when planning?

- We must be clear on the knowledge we want the children to 'know' (Curriculum Framework)
- Ensure that knowledge is sequenced- to help children remember what they have been taught (Know more, remember more)
- Knowledge is generative or 'sticky'

For knowledge to be stored in children's long term memory we must:

- produce detailed and well thought through planning based on secure subject knowledge and pedagogical content knowledge
- Make knowledge sticky by attaching it to existing knowledge
- Build in spaced retrieval practice
- Formative tests- Quizzes/Kahoot

- Opportunities for repeated practice to develop fluency
- Use of topic mind maps to help recall prior learning (previous year) and make links with current learning
- Knowledge organisers to include facts from prior topics with common themes

CURRICULUM FRAMEWORK: Long term planning consists of the yearly frameworks for Maths and English (from the National Curriculum 2014) and broad topics for each half term which allow for the other subjects to be taught, with reference to the National Curriculum Programmes of Study (see curriculum below). Other schemes of work may be used for the teaching of Computing and PE for example, see individual policies for more information. In the Early Years Foundation Stage long term planning consists of half termly topics such as water which allow coverage of the curriculum guidance in the different areas of learning. The purpose of the curriculum framework is to ensure coverage of the National Curriculum Programmes of Study or the Learning and Development requirements of the Statutory Framework for the EYFS; to ensure progression throughout the school, and to ensure that the curriculum is appropriate for the needs of the children in our school. The long term planning shows when key elements will be taught throughout a yearly cycle. Our curriculum framework ensures that skills and knowledge are developed through a clear progression. These can be found in the **skills progression documents** for each foundation subject and through the Southwark STAR documents for English (Reading and Writing), Maths and Science.

TOPIC POSTERS/KNOWLEDGE ORGANISERS/UNIT POSTERS: From the curriculum framework come individual class topic posters and plans. These show progression over the course of a half term. Teachers refer to the National Curriculum Programmes of study to plan subjects such as History, Geography, Art and DT. They plan units of work that develop children's skills, knowledge and understanding. These units will be planned using the designated planning format, which is also shared with parents. They also take into account the views of the learner and build on the interests and skills of the children. Knowledge organisers are developed by teachers to reflect the learning that will take place for each topic. These are shared with parents to facilitate learning conversations and displayed in classrooms. Teachers identify the specific skills and knowledge to be taught from each subject. For English and Maths teachers use a UNIT Poster. This is stuck into children's books. The proforma includes 'what makes good', all/some learning objectives, key vocabulary and strategies or examples. It is stuck into books at the beginning of the unit for each child. The unit posters will include cross curricular links where appropriate. Teachers use all/some statements as pupil targets and encourage them to self-evaluate against these statements.

When teachers use other schemes of work they will annotate them to show how the units will be broken into individual lessons appropriate for the class (in RE or PE for example). They will also outline resources to be used and possible ways of differentiating the unit of work. Teachers are constantly adapting the way that they teach the foundation subjects to ensure that they are meaningful for the children: for example sometimes they may be taught in blocks over a period of time or they may be taught on a weekly basis.

WEEKLY PLANNING: ENGLISH, MATHS: Daily lessons should include the following, which will be reflected in the planning. We recognise that teachers at different stages of their career may need different levels of daily planning. Planning can include PowerPoint slides or smartboard presentations. Planning will include reference to the following:

- An emphasis on learning objectives and of sharing them with the children and other adults in the classroom. Sometimes there will also be success criteria shared with the class (what makes good). Learning objectives may be differentiated for different children.

- A clear link between the learning objective and the learning activity.
- Assessment criteria for marking and feedback
- **Focus on closing the gaps**
- Differentiation for different classroom groups (this may include children who have special educational needs, those who have English as an additional language, more able and talented, highly mobile pupils, etc. For further information please refer to individual policies).
- Built in review/evaluation time.
- Notes of pupils who needed additional or consolidation work.
- Time for guided group work
- Adjustments highlighted or crossed out including what did work or did not work and why.
- An outline of questions to be used and of thinking skills that might be developed.
- How additional adults will be used

Teachers are expected to plan using digital or more formal proformas. These are saved on the network for monitoring purposes. In the Foundation Stage, teachers will use the designated planning sheet. All plans are working documents and they will be annotated/adapted as the week progresses.

In Rainbow Class staff plan and record most English and Maths work individually for each child based on IEP targets. In other subjects Teachers plan using particular formats for each subject using National Curriculum and IEP/EHCP targets

Teachers should keep a copy of their planning on the Bridges google drive shared network. In addition they should provide a copy for the teacher who covers their class for PPA. **This should include an up to date timetable showing lessons to be taught and support.**

ASSESSMENT

There are different types of assessment that take place at School. We recognise the importance of them and use them throughout the school year.

ASSESSMENT FOR LEARNING (FORMATIVE ASSESSMENT): Assessment for Learning involves using assessment in the classroom to raise pupils' achievement. Therefore effective assessment for learning happens all the time in the classroom. It involves:

- Sharing learning intentions with pupils.
- Helping pupils know and recognise the standards to aim for.
- Providing feedback that helps pupils identify how to improve.
- Believing that every pupil can improve in comparison with previous achievements.
- Both the teacher and the children reviewing and reflecting on performance and progress.
- Pupils learning self assessment techniques to discover areas they need to improve.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Teachers will use some of the following techniques as part of their in school day to day practice: questioning, observations, tests and quizzes, analysis of children's work. This assessment informs teachers' planning and is focussed on helping learners make progress over time. It is used to inform the learners how well they are doing and how they can improve and is shared with parents informally and

through parent and pupil review meetings. It helps teachers to identify gaps and misconceptions that the learners may have.

Feedback is an important part of assessment for learning; both oral feedback and written feedback are an essential element when helping pupils to improve. (see marking) Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. They plan time for children to reflect on the feedback they have been given (using green pen)

Self Assessment happens on a daily basis as part of the lesson. Children are encouraged, throughout the lesson, and in particular during the plenary, to think about what they have learnt and how they have learnt. From Year 1 they will start to use green pen to edit work and respond to the marking from the teacher. In the foundation stage staff evaluate the work with the children, discussing observations and records. The children's comments are scribed using green pen. Sometimes children have opportunities to assess the work of their peers and evaluate how successful that child has been in meeting the success criteria (it is often more appropriate to use work from a child in another school) If children are carrying out peer assessment they will write their name on the work they have annotated to show this (e.g. marked by___). At the end of the year children select one piece of English work, 1 piece of Maths work and a special piece of display work to file in their individual portfolios. This forms part of the self assessment process as children reflect on the progress that they have made. As children reflect on their learning it helps them to become more involved in the process of learning, and it helps them to become better learners.

It is really important for children to understand how the unit of work fits in with the learning and 'what makes good'. 'What makes Good' posters will be devised with the children and displayed on the working wall. Unit posters will be used in English and Maths for all year groups which include: what makes good, all/some statements for the unit, key vocabulary and strategies or examples. These are stuck into books at the beginning of the unit so that children can refer back to them as part of their self-assessment. These are used to set targets with the children.

Teachers will work with groups regularly and will use guided work in order to support assessment for learning. Progress and attainment is assessed at the end of the year for all foundation subjects, to ensure that the content has been covered. Termly evaluations of each topic will inform this. Maths, reading and writing is assessed 3 times a year using class tracking and Southwark STAR documents. Children should be involved in this process.

Teachers need to ensure that children know the learning intention, success criteria or targets and the steps they are making towards it. Targets for each unit of work will be shared with the children on the unit posters. Progress should also be recorded for children with special educational needs (see SEND policy).

Teachers will regularly use independent work to assess the children's understanding. All children, including those with SEN, need time to work independently.

Teachers and other adults use Assessment for learning to identify children requiring additional support. Children's names will be noted in a class diary (assessment for learning diary) that can then be picked up by additional adults working in the school to provide additional support later that day/week. Eventually children should contribute to this too, identifying concepts during the lesson that they feel they need extra support with. This is the record of target/ intervention group support.

Teachers should focus on closing the gaps and catching children up. This means some children will need to make accelerated progress. Do not move on to the next unit until children understand. Those who understand quickly should be given opportunity to consolidate and develop a deeper understanding.

The Leadership team monitor the use of assessment for learning through lesson observations and drop-ins, regular work scrutiny/book looks, pupil progress meetings and professional discussions with staff.

TEACHER ASSESSMENT AND IN SCHOOL SUMMATIVE ASSESSMENT:

Twice a year teachers carry out formal Teacher assessment. This enables them to assess the learning that has taken place and see which children have made progress. It also supports Teachers in making judgements about the children and enables them to plan future learning.

- At the beginning of the academic year Teachers list their class in order of ability for Writing, Reading and Maths.
- Throughout the year teachers select reference children from that list (to represent ability groups in the class) and look closely at evidence for those children.
- Each term Teachers will assess those children using National Curriculum Performance Descriptors/Southwark STAR, branch maps, and early learning goals for foundation stage. There will be professional development meetings where Teachers can look at work together and come to a joint decision using the evidence provided (moderation meetings). In addition moderation will also take place with individual teachers and members of the LT. Moderation is a crucial part of our assessment practice. The dialogue helps to secure judgements and enhance subject knowledge.
- Work may be collected for subject portfolios in order to provide supporting evidence for different standards of work.
- Teachers then make judgements on the rest of the children within the class, using the reference children as guidance and list them on the tracking sheet.
- Teachers and LT can use the tracking sheets to track progress of groups or individual children.

During December and May children in Y3-5 will take tests in English and Maths. Results from these tests can be used to support Teacher Assessment, by comparing how children work in test conditions. Children with SEND will have arrangements to support them in taking tests, such as additional time, enlarged text, scribes, readers and rest breaks. Tests are carefully chosen to reflect the new national curriculum expectations. Children in Year 6 take tests in October, December and March for the same purposes. They also sit reading tests every two weeks. Year 5 sit reading tests each half term.

Annual Reviews take place for children with special educational needs who have an EHCP (see SEND policy).

OTHER SUBJECTS:

Our children are informally assessed at the end of each topic through:

- teacher observation and evaluation
- questioning and discussion
- children's work –books, paper, posters, oral presentations, performances, photographs, videos

- self-assessment
- peer assessment
- end of unit quizzes

Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one class to the next. Curriculum Leaders have provided teachers with cohort trackers and age related expectations for each subject. Children are assessed according to the skills and children who are below, at and above expectations are noted. This takes place at the end of the academic year, when the curriculum content has been covered.

ASSESSMENT DATA:

Assessment data is an important tool for raising standards within the school. It can be used by different people for different purposes.

- Individual Teachers should look at the areas of strength and weakness within their class and can plan accordingly.
- Team Leaders can use the test data to examine areas of weakness within their subject and plan accordingly. This may include training, focussed target setting, purchase of resources and monitoring of teaching and learning.
- LT will look at progress of individuals and groups and then use this information to plan strategically.

PUPIL PROGRESS MEETINGS

In the Autumn, Spring and Summer term, the LT will meet with each teacher and TA to look at the progress of individuals and groups of children. Assessment data will be used to inform this process. Additional support and guidance can then be put in place. Targets are set for individuals and groups of children.

STATUTORY ASSESSMENT/ NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT:

Our school systems support the Statutory Assessment process. Statutory assessment is carried out at the beginning of Reception, Year 1 (phonics), Year 4 (MTC) and at the end of key stage 2 and is **assessment of learning**, rather than assessment for learning.

Reception Baseline/ Nursery Baseline

Within the first week of starting Reception/Nursery we carry out our own Baseline assessments. These are moderated across the federation against the EYFS development matters. In Reception teachers administer the National Reception Baseline assessments.

Foundation Stage Profile

Teachers in Reception assess at the end of Reception using the Foundation Stage Profile.

Year 1 Phonic Screening Check:

In June the Year 1 Phonic Screening Check is carried out. Children in Year 2 who did not 'pass' the test in Year 1, or did not take the test in Year 1 (e.g. they are new arrivals to the country) are required to retake or take the test in Year 2.

From 2020, all year 4 pupils take the Multiplication Table Check as directed by the DfE.

End of Key Stage 2:

Teachers carry out Teacher assessment. Pupils carry out tests in English and Maths in accordance with National Guidance. Some schools may be selected to carry out Science sampling tests.

ASSESSMENT IN THE RESOURCE BASE AND FOR CHILDREN WITH EHCPs

Children's progress will be tracked three times a year in line with the rest of the school. Where appropriate the children will be assessed using the National Curriculum based Southwark STAR or where children are working below the level of the National Curriculum for Year 1, branch mapping should be used. As well as assessing the children's progress in reading, writing and maths, we also track the children in Science, Speaking and Listening and PSHE. Progress is recorded in the children's folders (learning journeys). As the children often make smaller steps of progress than children without EHCPs we record this as follows:

Bronze- where approximately 30% of the branch is attained

Silver- where approximately 60% of the branch is attained

Gold- where approximately 90% of the branch is attained

Children will move to that step on the class tracking ladder when they are judged to be at 'gold' within the branch. This will enable us to measure the small steps of progress that each child makes over the course of each term. Our expectation is that children with EHCPs should make at least 5 small steps of progress (There are 3 small steps in one whole step) and that the children in the Resource Base should make 3 small steps of progress

REPORTS FOR PARENTS:

It is important to involve parents in the education of their child, so that they can support their child at home. Teachers try to ensure that parents are fully aware of the progress that their child is making throughout the academic year. We are required to report to parents annually to inform them of the following:

- Their Child's achievement in all subjects/ areas of development and activities that form part of the school curriculum.
- Their Child's progress
- Attendance and Punctuality.
- Test results or Teacher Assessment for Year 6 children, Year 1 (and Year 2 where appropriate) phonics screening results and Year 4 MTC outcomes; including comparative information, where available
- Details of how parents can arrange a discussion about the report with the class teacher.

In addition to this Teachers meet formally with parents twice during the academic year to discuss their Child's progress with them. One meeting takes place during the autumn term, where targets

are set for further development and strengths and weaknesses are discussed. The second meeting takes place during the spring term where further targets are set and progress is reviewed.

INDIVIDUAL PORTFOLIOS

In these folders the following should be filed:

- Portrait and aspirations
- Special display work
- 1 piece of English and 1 piece of Maths (presented nicely) at the end of each year, selected by the child.

They will be passed on to the new Teacher at the end of each year, and at the end of Year 6 given to the child as a record of their achievement.

TRANSITION ARRANGEMENTS

See transition and new arrival policies. Sharing of information is vital in ensuring that children make good progress. Dedicated professional development meetings are planned so that teachers can meet together to share information about their classes, at the end of each academic year. Children's books are passed to the new teacher so that it is clear what standard the child is working at. Before entry to the school, at whatever stage, as much information is gathered as possible and shared with the new class teacher.

FEEDBACK AND MARKING

- Staff observe children's work closely and support children's learning through discussion and suggestion
- Staff will mark to the learning objective (LO) when marking children's work
- All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

WHY DO WE MARK? WHY DO WE GIVE FEEDBACK?

- To annotate its context, e.g. to provide information on the amount of support given, the level of independence, whether there was group work etc.
- To inform our planning
- To give feedback to children so they can:
 - See it is marked
 - Have the next step explained to them
 - Identify the successes they are experiencing
 - See how they can improve
- To make formative assessments
- To inform IEPs e.g. by using the Branch maps/ engagement model
- To let parents and other outside agencies know that we are monitoring what the children do
- To inform the child's new teacher
- To create a positive experience for all involved
- **Meaningful** - marking to advance pupil progress and outcomes
- **Manageable** - marking should be proportionate and the frequency and complexity of written feedback should be taken into account
- **Motivating** - marking should motivate pupils to progress

VERBAL MARKING/IMMEDIATE FEEDBACK

- Talking about work with the children- linked to success criteria where these have been shared
- Emphasise verbally what is correct and what can be improved
- Read with child and give verbal feedback to develop ideas and improve comprehension
- In some areas children will discuss the work with their teacher to assess their understanding of the concept and the teacher will make notes
- Self-evaluation, where children respond with comments/symbols etc. to evaluate their work. This includes referring to learning objectives for the lesson and Unit posters. The children use green pen to edit and improve their work
- Peer marking may take place, this will be done in green pen under guidance from the teacher. Children should write 'marked by _____' in the green pen to show the difference between their own self correction with green pen.
- Verbal and positive feedback, including smiley faces
- For some work children may be sent to the Leadership team with a purple slip and text will be sent home for good work. This allows the child to verbalise the feedback they have been given and reinforces what was good about it.

HOW/WHAT WE DO

- Marking with a blue pen ONLY!
- Mark to the Learning Objective (LO) (unless the child has made particular progress in a specific area, or has shown some other learning which you want to praise). Focus on success / achievements (mark with a tick ✓) and misconceptions if necessary. Smiley faces / good work stamps may be used to indicate where something is good. Comments, questions and suggestions may be used to address any misconceptions or to give examples of how to improve. Common errors and mistakes are identified and acted upon. Model expectations / corrections where pupils are struggling.
- Quality improvement prompts which show learners what they need to do to improve further - Feedback is specific, accurate, clear - it is about improving that piece of work, Do you think ... Can you improve ... (question, unfinished sentence, example) - presentation, vocab choice, spelling.
- Mark Independent Writing and Investigative maths tasks in more detail (use ticks and an improvement prompt)
- Indicate where support was given (w/s), or with a TA (TA support) etc- there is a box to tick on the LO sticker. Level of support given and resources used are indicated where appropriate. For example "worked with TA", or "needed lots of help at first" or "used cubes"
- TAs mark the work of their focus group and initial it to show who has marked it.
- All work is dated.
- Correct responses are ticked
- Where children have made an error this will be indicated by a line. There is some attempt to analyse why the mistake has been made a feedback is given to the child. For example: "check your working here", or "make sure you use a number line". Often this marking takes place when you are working with a child. Sometimes the teacher may model correct response.
- Teachers correct spellings in line with pupils' development in writing. Spellings for correction will be underlined and correct spelling modelled- where appropriate. In some pieces of writing the teacher may write the correct spellings above the words to aid the reader (when the word is unclear). Write out one or two words that were incorrect to practice

- Praise when children show or verbalise “working out”
- Stickers/stamps are up to individual practice
- Teachers plan a time for children to reflect on feedback they have been given and respond.
- Good news texts for children who have completed excellent work (purple slip sent to leadership team)

RAINBOW CLASS

Work is marked by the child’s key worker. This is used also as ongoing assessment alongside the evidence collected in the digital learning journey.

MARKING:

Work will be marked according to the learning objective or success criteria (what makes good) given at the beginning of the lesson using a blue pen. These will be ticked and those needing development will be indicated with a prompt for improvement.

MARKING SYMBOLS:

The following information is displayed in classes:

SYMBOL	MEANING:
✓	Correct response Something that has been done well- matched to the learning objective, success criteria or with a comment
□	Improvement prompt
^	Something missing
_____	Identifies an area for development/errors (grammatical, spelling, punctuation)
(Y)	Capital letter – circle the letter where needed

PRESENTATION OF CHILDREN’S WORK

FOUNDATION STAGE	Rainbow Class	Key Stage One	Key Stage Two
All work will have the child’s name written on it by an adult. Children are encouraged to write their own names. All work will be dated. In Reception classes some children may do	Children are encouraged to write their own names. Most work will be practical and recorded on digital learning journeys.	All work will be dated and will have the learning objective (LO) A new piece of work will be started on a new page or a new LO sticker will indicate new work if only a	All work will be dated and will have the learning objective (LO) Encourage use of joined up handwriting where appropriate. Use of handwriting pens is at the teacher’s

work in books, The work will have a sticker with the date and learning objective and will be annotated by a practitioner.	A new piece of work is always started on a new page. Photos will be used to show practical work	small amount of paper has been used. Work sheets will only be used where appropriate and will be stuck neatly into books. Photos will be used to show practical work and collected in the digital learning journeys where appropriate. Erasers are not to be used except for final drafts for displays.	discretion- children earn a pen licence. Lined books will be used for all written work. Squared paper books will be used for all mathematics work. Pencil to be used in maths books. Erasers are not to be used. Writing should be on every other line. Photos will be used for practical work and collected in the digital learning journeys where appropriate.
---	---	---	---

CREATIVITY AND THINKING SKILLS:

THE ROLE OF THINKING SKILLS

‘Thinking Skills’ underpin the ideas and values of the way we believe our school should be. We aim to create an environment, which provides opportunities for everyone working in it (adults and children) to be the best they can. Children need to feel safe and happy and have the freedom to explore ideas, and ask questions if they are to make a useful contribution to all areas of school life. Philosophy is also an important way of teaching and developing thinking skills.

Philosophy for Children (P4C)

‘The unexamined life is not worth living’ - Socrates

Philosophy with children involves using a range of stimuli and generated questions that promote deep thinking. Children generate their own questions and choose which questions they wish to discuss. Matthew Lipman encouraged ‘Philosophy for Children’ as a method of building self confidence, helping pupils to listen and value each other, to think reflectively and encouraging children to ask questions. As a group explores a topic the children become a Community of Enquiry. In asking questions pupils are encouraged to develop these thinking skills:

- make connections and distinctions

- build concepts and arguments
- give examples and criteria
- question assumptions and intentions
- develop inferences and hypotheses
- value reasons and reason about values

These are summarised as 4 C's in Philosophy for Children:

1. Caring thinking (about others)
2. Collaborative thinking (with others)
3. Critical thinking (about thinking)
4. Creative thinking (for yourself)

Children take part in regular P4C sessions. We believe that Philosophy for Children is an important part of our curriculum and that it helps to promote our spiritual, moral, social and cultural education.

INVOLVING CHILDREN

The heart of good teaching is that learning engages and involves learners and is done with them and by them and not simply to them. Too often learning is presented in parts that build up gradually. Knowing in advance what is going to happen during a lesson helps the learner engage the right, more intuitive/creative hemisphere of the brain and facilitates unconscious processing. It also encourages the continuation of pre-processing questions they have already started to ask themselves. Mapping out in advance the breaks and changes in activities, the landmarks, creates a predictive and anticipatory mind - set, continues to alleviate anxiety and demonstrates the accessibility of the activities. Making clear what we are doing in the lesson and why, encourages the learner to understand the learning process and encourages them to become better learners.

THE ROLE OF QUESTIONING IN DEVELOPING HIGHER ORDER THINKING SKILLS

'I'd rather know some of the questions than all of the answers' James Thurber

Research indicates that good questions are pre planned in relation to the anticipated learning outcomes of the topic/lesson.

Careful questioning throughout a lesson connects the 'logical' left brain with the 'intuitive' right brain. Pupils who are encouraged to both ask and answer open-ended questions are also being encouraged to think.

Benjamin Bloom created Taxonomy for categorising questions that commonly occur in educational settings:

- Knowledge (remembering, recalling facts)
- Comprehension (summarising, putting ideas into own words)
- Analysis (categorising and comparing, distinguish between fact and opinion, relevant or irrelevant)
- Synthesis (hypothesising, creating, inventing, composing)
- Evaluation (judging, rating, giving opinions)

These categories and prompts can be used to frame the questions that the teacher wishes to pose during a lesson.

CREATIVE THINKING

If we want children to think in an informed way and make reasoned judgements, we must be clear about different types of thinking process they may undertake and then set out to teach them explicitly. This has as much to do with creating a disposition to be a good thinker as it does with acquiring specific skills and strategies. Some examples of types of higher order thinking include:

- sequencing
- sorting /classifying / grouping
- comparing/contrasting
- hypothesising (make predictions)
- drawing conclusions
- explaining / giving reasons for conclusions
- generating new ideas
- Problem solving
- decision making
- enquiry
- planning

We believe higher order thinking skills are accessible to all learners, regardless of ability, given the appropriate support.

‘Learning is about searching out meaning and imposing structure.’ Carol McGuinness

THE CLASSROOM

The classroom should:

- Be attractive, welcoming, safe and well organised environment for learning
- Be an environment that promotes children’s natural curiosity
- Include a range of resources which are accessible, clearly labelled and used imaginatively, which reflect the gender and ethnic diversity of the home and experience of all pupils
- Allow pupils to choose, collect and return resources used to support their learning and to tidy up at the end of sessions.
- Be a well organised environment where children can work autonomously and collaboratively. This environment will be appropriate to the individuals' needs and may be adjusted for the Rainbow Class.
- Include displays which value every child's work and also act as a teaching resource.
- Include furniture and equipment appropriate to the age, ensuring enough chairs and table space for the whole class. It should include a work station for pupils integrating from Rainbow class, where appropriate.

CLASSROOM INFORMATION

The following should be displayed in the classroom:

- Fire regulations
- Safeguarding Information
- First Aid Information
- Name of class, teacher and TA 's
- Timetable or rotas

- Vision Statement
- Each class should have a recycling box.

Classrooms are set up by each teacher before the start of the academic year. It is the responsibility of the class teacher to manage/oversee the appearance of the room, and the area outside the classroom.

Children and adults must be able to move around the room without causing any disruption. Classrooms may be reorganised for specific lessons. The "carpet area" must be large enough to accommodate all the children, (Foundation Stage- Year 2). The carpet may be used for activities during work time.

Core curriculum areas have a high focus in each classroom. Maths and English resources are kept in the classroom and are clearly labelled. Further resources are stored centrally and are accessible to teachers. Each classroom has a well stocked inviting reading area. Reading books are stored in matching colour-coded baskets. Library books should be changed at least termly- to reflect the topic.

Most resources for the other foundation subjects are centrally stored and should be returned to the cupboards in good condition. These are used as and when planning requires them. Every classroom has at least one computer and access to a set of laptops/Chromebooks/ iPads .

Pencils, paper etc. are readily accessible in all areas of the classroom. Books are free from graffiti and are labelled with a sticker. Most work is stuck into children's books. A LO sticker should appear for every lesson, even if there is no work in the children's books. Currently children should wear their P.E. kits on the days/s that they have PE. PACT folders are kept in boxes.

The area directly outside each classroom is the responsibility of the class teacher and is kept tidy and well presented at all times. It is also the responsibility of each teacher to supervise their class in the corridors, cloakrooms and around exits of the school.

Please note:

It is the class teacher's responsibility to ensure that the classroom, and area outside the classroom, is at all times attractive and tidy.

There should be no: dumping corners, dead plants, dirty cushions / carpets / fabric or broken furniture / split chairs.

DISPLAY

A uniform approach to display is used throughout the school, to ensure a consistency of approach and adherence to basic principles. Displays of children's work can help to raise their self esteem and confidence as well as supporting their learning. Displays in shared areas represent the school values or the class topic, following a rota.

- Children play an increasing role in planning displays as they get older
- Every child should have a piece of work displayed somewhere in the school
- Corridor displays are changed after the October half term and when the teacher chooses throughout the year. They should be labelled with the class and year group. The focus for the display should be clear.
- Corridor areas have displays of work from across the age range
- Each class has working walls for core subjects and the current topic that show the processes of learning as well as completed pieces of work. Mind maps are used to help make links to prior learning

- Interactive displays and 3d displays are encouraged.
- Work should be mounted carefully using the guidelines on the guillotine/ paper cutter to ensure that edges are straight and parallel.
- Colours should be chosen carefully to ensure displays are aesthetically pleasing.

Displays should:

- Inform (with appropriate annotation);
- Promote questioning and discussion;
- Celebrate achievement;
- Show the processes of the work;
- Have a carefully chosen colour scheme to fit in with the theme and make the work stand out - back boards in the halls and corridors each term – laminated backing can be used for working walls
- Show a range of work including art, writing, photos etc
- Include features such as key vocabulary, resources, methods, key skills, all, some and most statements, sentences starters/ language models, questions to develop reasoning etc.
- Reflect the learning that has happened in and out of the classroom; show all pupils work (over a period of time)
- Provide children with firsthand experience, e.g. through using objects and items, natural and made as stimuli for a wide range of practical and interesting learning experiences.
- Promote a learning atmosphere;
- Develop an ethos of respect and value for each other's work;

Everyone works and learns better in an attractive and stimulating environment.

OUTINGS

GENERAL

Outings are an important part of our curriculum. Classes (Y1- Y6) will normally have at least one outing each half term, relating to an aspect of study. Many of our children have few opportunities to leave the immediate area in which they live, and outings help them to develop their knowledge of the world.

Foundation Stage children will go on at least one trip per year. We will make any necessary *reasonable* adjustments to ensure children with SEN can attend class trips. This may mean paying for a cab if the children are unable to use public transport or walk long distances. Trips for the academic year should be booked in advance following discussion with the designated member of the Leadership Team. Classes should plan one 'paid' trip per year.

BEFORE YOU GO

- Make enquiries with the venue, then check with the member of the LT responsible for trips before booking the trip, completing a trip request form (google form).
- Check information about the outing – transport and venue well in advance
- Book tickets with transport for London
- Give a trip outing letter request form (google form) to the office and hand out the trip letters at least two weeks before the outing
- Office staff will collect permission slips and trip monies but staff will need to make sure every child has written permission from the parent to go on the outing

- Arrange for parents, support staff and volunteers to accompany you on the outing if needed. Please note that parents should not bring younger children and should sign the relevant 'parents on trips' form.
- We make a charge of £5 for the year for trips in KS1 and KS2
- Make a note in the google calendar of the trip details and who will be going (staff). Staff who work in different classes should ensure that appropriate cover for their absence is in place.
- Consider possible risks and complete a Risk Assessment Form

ON THE DAY BEFORE THE OUTING

- Make sure every child has written permission from the parent to go on the outing
- Check the first aid box to make sure it is adequately equipped
- Check the weather forecast and amend plans where appropriate

ON THE DAY

- Leave a list of children not going on the trip with Office staff, say where each child is. It is expected that all children should go on each trip, and should only remain in school with the agreement from a member of the LT.
- Please leave a mobile phone number with the Admin Office
- Organise the children into groups. Each adult should take responsibility for a small group of children, but at least two adults and their groups should stay together at all times. A member of staff should be with any parents or volunteers.
- Inform everybody of the possible hazards (detailed in the Risk Assessment Form)
- Make sure all children go to the toilet before leaving
- Take the first aid box and plastic bags (if on a coach)
- Foundation stage should take spare clothes in case of accidents.
- Take some money for emergencies

ON BUSES AND OTHER TRANSPORT

- Adults must be spread out, one near the back to keep overall view
- Adults should sit on the outer seats
- Children should not change seat
- Seat belts must be worn if provided
- When getting off a bus etc, an adult should get off first. The children should go to that adult. The last person off the bus/tube/ train should be an adult
- An adult should check the bus/ tube/ train once all the children are off.

WHENEVER YOU TAKE CHILDREN OUT OF THE CLASSROOM

- The class teacher should lead and another staff member should be at the rear
- Any other adults should stay with the children in the middle
- Always walk on the pavement, as far away from the road as possible
- Children must never step into the road until given permission by an adult.
- The school behaviour policy should be used to support children's behaviour.
- If a child reaches 'red' on the behaviour scale, on a school trip or they fight, they may be excluded from the next trip with that class. Teachers should refer any of this behaviour to the leadership team on return to school, any decisions made should be communicated to the parents at this stage.

HOME SCHOOL PARTNERSHIP AND HOMEWORK

PROVISION

What a child is asked to do at home is based on the ability and aptitude of that child and what is sent home is entirely at the discretion of the teacher who makes a professional decision about the value to the child of giving work to do at home.

All children take home a PACT folder with a reading book and a reading record/journal. This is intended to promote opportunities for sharing books with a parent or other member of the family. Children in KS1 also take home a decodable phonics book, appropriate to the level the child is working at. Parents are expected to sign the record/journal at least three times a week. We expect the children to complete their records/journals, and incentives are offered to those who do. Foundation stage and Key stage 1 change books at least once a week and Key stage 2 when appropriate. There will now be a charge for lost books and journals.

Information about homework will be given to parents at the Autumn term 'meet the teacher' meeting.

Teachers may use various incentives to encourage children to complete their homework.

MORE SPECIFIC HOMEWORK TASKS

- From Year 1 to Year 6, children will have a homework project sheet given out each half term, which is also available on google classroom. The children will choose from a range of suitable activities, and complete these over the half term. In addition children will learn maths facts such as number bonds and times tables. Children may have a list of spellings to learn, linked to spelling rules, but we do not give the children spelling tests. Children in foundation stage have a home school book which includes homework activities.
- Teachers/Teaching assistants keep records on homework completed.
- Learning mentors also offer support to families with homework.

CONTINUING PROFESSIONAL DEVELOPMENT

We are keen to develop teachers' subject knowledge in all aspects of teaching and learning and plan a programme of CPD and events to enhance this.

POLICY UPDATED September 2025