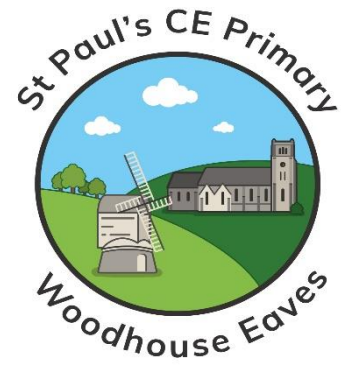


St Paul's CE Primary School Teaching & Learning Policy



Adopted by LGB – Autumn Term 2023

Review schedule- Every 3 years

Next review- Autumn Term 2026

School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

Introduction

In order to fulfill this vision, this policy establishes the clear purpose for St Paul's Church of England Primary School with respect to the teaching and learning we provide. This is a critical document as it enshrines what constitutes our practice, and everyone who has involvement with the school needs to have a thorough understanding and appreciation of its contents. It ensures continuity of practice.

This document is reviewed and updated in line with findings from internal reviews, local and national guidance. This document is a working document agreed by all staff and is reviewed regularly.

Seven main sections form this policy:

1. Planning
2. Classroom Environment
3. Teaching & Assessment
4. Presentation
5. SEND
6. Higher Achieving Pupils
7. Homework
8. Missed work due to absence

1. Planning

Teachers should ensure that the curriculum that they deliver is in accordance with statutory requirements, covers all aspects of the curriculum as detailed in the Current National Curriculum, and is broad and balanced. It is relevant to the needs of the pupils and age related.

Teachers have the responsibility to ensure coverage through careful planning and timetabling.

Long term plans: these rolling programmes for learning are devised by the Deputy Head (Curriculum), the curriculum subject leaders and the class teachers. They ensure coverage and progression as children move through the school. They show what is to be taught on a termly basis in all curriculum areas, for the duration of time that the children remain in this class.

Medium term plans: these show what is to be delivered over a half term, on a weekly basis in each curriculum area. The class teacher has responsibility for these plans, with oversight from those subject leaders with a responsibility allowance or detailed within a senior leadership role in school.

Short term plans are the responsibility of the class teacher and should detail:

- what is to be taught on a daily basis for each curriculum area
- how this will be delivered to suit the needs of every child
- the learning activity that the children will complete
- use of support staff
- resources

Short term planning is 'a need to know what you want each child to have achieved by the end of the lesson'; that is, what learning has taken place.

In short term planning, teachers will also show that there is a balance of activities, within the lessons and over a period of time, that meet the needs of all the pupils in the class, including activities that enable pupils to access learning in a variety of Visual, Auditory and Kinaesthetic activities. See appendix 1.

It is the class teacher's responsibility to ensure that detailed short term plans are left for a cover teacher or supervisor when the absence is planned for.

Learning Objectives

These are included in short term planning for all curriculum areas. There is a need to communicate to pupils the reason for their learning. Objectives are the core to the purpose of the lesson and indicate what learning is to take place. They should be phrased as Key Questions and reviewed at the end of each lesson, in the plenary.

Learning objectives will be:

- drawn from the current National Curriculum programmes of study
- identified through assessment
- explained to the pupils at or near to the beginning of each lesson
- displayed clearly in the lesson for reference
- revisited at key points in the lesson
- integrated into the end of the lesson as a base for assessment.

Responsibilities of the teacher

Teachers should ensure that at all times their long term and medium term plans are delivered as planned.

Teachers should continually review and assess their short term planning against the outcomes of the lesson.

Long term and medium term plans should be shared with the Headteacher, available to all staff, and subject copies given to Curriculum Leaders.

Short term plans should be kept in a file in the classroom and available to Senior Leaders and Subject Leaders for monitoring.

Parents will be informed regularly of the planned teaching via the school's website and Partnership Books.

Short term plans should be available for any other adult involved in the delivery or review of the lesson, in advance wherever possible. (For example, support staff.)

Timetables

Timetables should show the time allowed for all curriculum areas. A timetable for Computing and PE is also produced.

Timetables should be completed at the start of each year by each class teacher for the Head Teacher.

Any changes during the year should be brought to the attention of the Head Teacher.

Responsibilities of support staff

It is the class teacher's responsibility to plan for each lesson and communicate this to support staff. This will enable support staff to know what is planned for each lesson and have an understanding of their part in the teaching and learning.

Under the direction of the class teacher, the support staff should:

- ensure children are supervised at all times
- organise the classroom safely and effectively
- promote safe handling of equipment and tools
- enforce rules and promote positive attitudes

- work with small groups and individuals, following schemes of work, policies and plans
- display work
- prepare resources
- model good oracy and spoken English
- encourage pupils to be independent learners
- assist with off-site trips
- support the organisation of whole school resources
- attend relevant CPD training.

2. **The Classroom Environment**

Classrooms are the responsibility of the class teacher to manage and organise, ensuring the safety of pupils and staff at all times.

Floor areas should be kept as clear as possible.

The learning environment is of vital importance to children's attitudes. A tidy and organised environment will give children the confidence to learn independently. It will create an expectation of the children in terms of presentation and use and care of resources, and will help them to be ordered and prepared.

All children's desks need to be cleared at the end of each day to allow for cleaning.

Teachers' desks need to be tidy and organised to model good practice.

There needs to be a clear system to collect items to go to the office that is communicated to all users of the classroom.

Resources

Resources in each classroom must be clearly labelled, organised and accessible to all pupils and all staff. All pupils will have a named individual tray to store small personal belongings.

Text and exercise books should be labelled and stored centrally with easy access for all users.

There should be an area for children to access reading materials relevant to their work.

Central resources are the responsibility of the curriculum co-ordinator to audit, replenish and keep tidy. Specific areas are allocated for curriculum resources.

Staff text books are kept within classrooms or on shelves in the staff-room.

Teachers' personal resources should be clearly named and stored temporarily, separately to school resources, whilst used in school.

Displays

Displays/ working walls should be relevant to the work taking place in the classroom, show a balance of all the curriculum areas and the core subjects (Maths, English and Science). As a Church school, a reflective area/RE display should be represented at all times. Displays should contain a balance of

children's own work and prompts and guides to inform learning. Clear working walls for Maths and English should be available for the children.

Displays should serve to communicate the learning objectives, encourage children to have pride in their work, be well presented and have a clear heading.

Displays based on pupil work should be changed regularly, at least once per term, named and include, at some time, work by every pupil. Prompts and guides should change as the focus for the teaching changes.

Teachers should monitor displays to ensure that all children have something on show, every term.

3. Teaching & Assessment

Staff agree a 'Checklist for Excellent Practice' (Appendix 1). A variety of published and on-line resources will be accessed by the teachers and pupils. Knowledge organisers may also be used at the beginning and end of themes in order to prioritise key learning.

All curriculum areas are monitored, evaluated and reviewed by subject leaders; and staff receive regular CPD related to their subject area, where possible.

Reading

Children will be regularly heard reading by a member of staff. This may be individually or in groups. Children will have a reading book provided by school and have access to the school library.

Mastery and Adaptation/Scaffolding

Although we aim for all pupils to access learning and achieve proficiency, we are aware that children may have different starting points. To help all to achieve success, adaptations and scaffolding are provided by:

- breaking down the learning into smaller steps
- providing additional resources
- adjusting outcomes
- grouping appropriately
- increasing levels of adult support.

Assessment (including marking and feedback)

All assessment will be used to inform teachers' planning.

Summative Assessment

Test evidence to support assessment in Reading, Writing and Maths will be carried out at key points within the school year. Children will also complete a reading test before October half term. This may be repeated to judge progress over the year. School tracking will regularly updated to record levels of attainment and to measure progress. Other, specific subjects may be the focus of tracking, in-line with the school's improvement plans. Test results are recorded by class teachers.

Formative Assessment

Throughout lessons, verbal feedback and direct intervention to clarify mistakes and misconceptions should happen continually.

Daily lessons will be marked by the teachers and/or support staff. Teachers will mark, using a simple tick or cross. Where a child may be demoralized by many crosses, spots may be used instead. To manage teacher work-load, a minimum of 1-in-3 pieces of work will be marked in detail, with a positive comment, linked to the lesson objective and a 'learning up' which could be:

- doing another to check understanding
- correcting something that was wrong
- trying a more difficult one
- explaining something in words
- remembering to do something next time.

Appendix 2 shows this in poster form.

Children will be given time at the beginning of each lesson to reflect upon these comments and complete the 'learning up' task. Teachers and support staff will monitor.

Support staff will mark any group work sessions they have led. They will write a positive comment about the work and give an indication of support given. They should bring it to the attention of the teacher if any child found it very easy or very hard.

All marking should be done in green ink.

4. Presentation

Presentation of work forms a foundation on which pupils can build pride in their studies and enable them to understand key lesson objectives through their own work and to support future learning.

Handwriting will be formally taught throughout the week, with all formations and joins being competently modelled for the children. The school uses the Nelson Scheme as the basis for its handwriting.

Quality of presentation

This should be encouraged at all time and the mantra "Best Beautiful Books" should be reinforced with children on a lesson-by-lesson basis. There may be occasions when presentation is not a significant feature of the work being completed, for example during drafting of English work or when using jottings in numeracy, but it should always be encouraged and rewarded. A drafting file and whiteboards are used for this work.

Children in Reception, Year 1 through to 3, should write in pencil. When a pupil has showed *sustained* good handwriting with a suitable *tripod pencil grip*, they can then use a school pen for written work, from Year 4 onwards. A 'Pen Licence' will be awarded in Golden Worship. *Pencil should be used at all*

times for Maths work. In year 6 all children should write in school pen, even though they may not have reached the appropriate standard. A 'Home Pen Licence' will be awarded in Y6 for high standards of neat, joined writing and a consistent, tripod grip. The child can then bring in their own ink pen into school. They receive an award and a voucher towards a new pen in Golden Worship.

Drawings and diagrams should be completed, in all cases, in pencil. Straight lines are to be drawn with rulers with the exception of artwork. Felt pens are not to be used in exercise books: coloured pencils only. Felt or marker pens may be required for activities such as posters.

Paper that is glued into exercise books should be trimmed around the edges so that it fits neatly.

A4 exercise books should be used as far as possible.

Folders should be used for drafts of work, worksheets, or test practice sheets.

All work in books should follow the following format:

- Last work 'ruled off' in pencil, using a ruler. (If less than half a page is left, a new page should be started.)
- The date written in full for written tasks i.e. *Monday 1st January* and numerically in Maths *01.01.2020*
- The key question (lesson objective) should be written clearly for all lessons, when children are working in exercise books.
- Any mistakes should be crossed out neatly, with one line.
- In Maths, children should follow mantra '*one at the side, one in the middle*' when setting out multiple calculations so that both sides of the page are used.

The child's name, class and the subject area should be on the front cover. Children should write their own names, using appropriate capital letters, wherever possible.

5. **Special Educational Needs**

Some children, who have additional needs and are on the school's SEND register, will have a learning support plan (LSP).

LSPs will focus on up to three key individual short-term targets. Teachers will formulate these plans termly, in collaboration with parents and the school's SENDCo.

Please see our SEND Policy via the school website for more specific information.

6. **Higher achieving children**

There are many ways in which the needs of these pupils will be met in lessons, including:

- Getting on to challenging work straightaway, missing earlier stages if they are already competent
- Personalising questioning so that they have greater depth
- Explaining methods to rest of the class
- Providing extension activities to challenge and stretch understanding
- Using specific resources such as 'Deepening Understanding'
- Allowing progress through the reading book schemes to levels beyond the normal class range

- Progression onto 'free-reader' books earlier than usual
- Freedom to complete own research to support what is taught
- Access to continuing instrument lessons (e.g. clarinet)
- Access to other music lessons (e.g. guitar)
- Having more specific, challenging and individual success criteria for activities.

7. Homework

The aim of our homework is to promote learning beyond the school day. We plan that homework reinforces classroom learning and helps children to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. However, we also appreciate that many children take part in valuable out of school activities, such as swimming lessons, brownies/cubs and sports clubs. For this reason, we do not wish homework to be too onerous or to have a negative impact on family life.

The allocation of time to be spent on homework at each key stage has been informed by current guidelines, which we interpret as:

- Reception 5-10 mins Reading daily.
- Y1 10mins Reading, phonics & counting daily
- Y2 & Y3 10-15 mins Reading, spellings & Maths (including x tables) per school day
- Y4 & Y5 15-20 mins Reading, spellings & Maths (including x tables) per school day
- Y6 20-30 mins English & Maths, plus independent reading per school day

When working towards their national tests, Y6s may have other revision homework in addition. During end-of-term and ½ term holidays, all children will be set a creative, project-type homework activity to do for their next learning theme. These pieces of work will form a classroom display for the new topic and encourage pre-learning.

Teachers will view completed homework and reward the meeting of deadlines and the effort put in. They will also monitor those children who regularly do not complete, and offer support to children and parents. Further information on all other aspects of school life, can be found on our website:

<https://www.st-pauls.leics.sch.uk/>

8. Missed work due to absence

For children who are ill, daily work can be provided after 4pm on the second day of absence, if parents request this and the child is well enough. This work may be paper-based or electronic. Further work will be set if previous work is completed and returned to school. For children who go on holiday, no work will be set beforehand. Parents should liaise with the class teacher, upon their return, in order to catch up with missed work.



Checklist for Excellent Classroom Practice

Revised by staff on 23.08.2023

“Best Beautiful Books”

“Keep it simple, do it well and do it with consistency”

- Assessment (quizzes, marking & lesson interaction) informs planning
- Timetables are visible and followed (some lessons may alternate)
- Lessons are knowledge-rich and consider the school’s context
- Teachers are highly enthusiastic: everything is important and matters
- Key question, subject discipline and links to previous learning are shared and displayed
- ‘Learning ups’ from the previous lesson are done promptly
- Previous learning is recalled regularly
- Expectations of learning and behaviour are high (sitting up straight)
- Quality instruction and modelling is provided, followed by supported practice, leading to independent practice
- Appropriate questioning probes knowledge and encourages thinking and reasoning without slowing pace of new instruction
- Children are responsive during teaching, strategies for all to contribute, are used (e.g. wbs, digit fans etc...)
- Learning activities are designed so all children progress, making appropriate use of manipulatives and electronic models
- Support staff are assisting learning in all parts of the lesson and prioritise conceptual understanding over task completion
- Children are grouped to suit the learning activity, not always by ability
- Adults engage actively: praising, checking, intervening, supporting
- Children produce high-quality, accurate and well-presented work
- Children are helped to become independent learners (3 Before Me, working walls, help boxes, challenge boxes)
- Marking praises the work and links to the key question
- Marking shows children what they need to do to improve
- Assessment (quizzes, marking & lesson interaction) informs future planning.

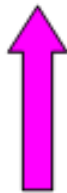


Marking

*When we deep-mark your work,
at the bottom we will write...*



Good work, you did this very well



Purple polish your work up to the next level
by:

- Correcting something that was wrong
- Doing another to check understanding
 - Trying a more difficult one
- Explaining something in words or
- Remembering to do something next time.

***We will do this for at least 1 in 3 pieces of work,
other work will be marked and have a positive
comment.***

