



Teaching and Learning Policy

Hallsville and Scott Wilkie Federation

POLICY FOR TEACHING AND LEARNING.

Introduction

- The teaching and learning processes lie at the very heart of the school's business and the vision of what it is we want to achieve.
- All other policies and practices impact upon pupils in the context of the classroom. This policy puts the aims of the school into classroom effect.
- The nature and quality of classroom practice is the single most important factor determining pupil's achievement which lies within our control.

Aims

- To improve the quality of learning and pupil achievement.
- To create a culture of growth mind sets that encourages openness to self -improvement and reflection for both staff and pupils alike.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide an agreed focus and criteria for monitoring teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.

This policy is arranged under the following headings:

- **Display**
- **Classroom management**
- **Routines**
- **Expectations**
- **Presentation of our work**
- **Planning**
- **Teaching**
- **Marking & Assessment**
- **Target Setting**
- **Teaching Assistants**
- **Guidelines on exercise books**

1. DISPLAY

Displays should be looked after and repaired or replaced if torn or spoilt. All displays must have borders, backed pieces of work with children's names and explanatory labels linked to learning objectives and success criteria. Lettering should be of a high standard, created on a computer or written neatly by hand.

Conditions for Learning

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence is fundamental to learning and therefore to our school.

The physical environment, in which children's learning takes place, should be one which supports and enhances their learning.

- **Conditions for learning should be completed in every class by the end of the first week back.**
- **Every classroom should have all displays completed by the first half-term**

As a school we will have classroom environments and displays that support the child, teaching assistant and teacher in the learning process.

We will do this by ensuring that each classroom has:

All subjects:

- A tidy classroom, free from clutter.
- School council/ head boys and girl/ class leaders are displayed.
- History Timeline.
- School Values.
- All adults are wearing aprons with resources in pockets: highlighter pens, post-it notes and stickers.
- A celebrating success i.e-KS2 Smiles board/area.
- At least 2 displays showing children's work, supported with key questions about the learning processes involved.
- Displays should be interactive and demonstrate the use of key vocabulary.
- An area at the front of the class to display key vocabulary for the lesson (flash cards).
- Interactive tables / areas displaying equipment and resources.
- Blooms Taxonomy questions should be visible for teachers.
- Classrooms must reflect cultural diversity i.e. photos, languages and maps.
- Children's accessibility to interactive whiteboards.
- Class timetable / duties / assembly rota.
- E-safety expectations/ ICT -Pupils have signed AUP.
- Behaviour/ Timeout area / Hallsville code of conduct.
- Literacy working wall.
- Celebrate and Educate poster.
- Next steps wall-English and Mathematics.
- Voice box
- Childline poster.
- Visual timetable.
- In each year group, there needs to be one French and one RE display.
- Self- assessment sentence openers

Literacy Displays

- Literacy working wall which should be updated for each genre and used as a learning wall during the writing process. The following should be on display: current text, textmaps, exemplars, toolkits, key vocabulary, photos, generic maps etc.
- Washing line displaying teachers' modelled texts.
- A neat library/book area with books organised alphabetically. There should also be a display that is bursting with awe and wonder (3 -D, lights etc.). The library must include non-fiction topic boxes and high quality dictionaries and thesauruses.
- Library cards system to track books taken home.
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet*where applicable.
- Spellings – jumping orange words.
- Vocabulary area to display key vocabulary
- Handwriting Alphabet cards

Mathematics Display

- Maths No Problem calculation strategy relevant to year group for each of the 4 operations. One operation per A3 laminated sheet on display.
- Mathematics - times tables, number bonds, shapes, key vocabulary for number.
- Maths equipment trays- various counting equipment, hundred squares, multiplication squares, clocks , money, 2-D and 3-D shapes, mirrors, tracing paper, number sticks for children and teacher, number lines, metre stick.
- Numicon for Rec, Y1, Y2. Numicon for LAG in KS2
- Curricular targets-times tables.
- Interactive table or area displaying equipment and resources.

In the EYFS learning environments there are conditions for learning for both the indoor and outdoor spaces.

Indoor Conditions for Learning

The key text being used in literacy should be visible throughout the setting so that children are immersed in the story.

- Learning objectives and success criteria are shared with the children at the start of the lesson and are used as a tool throughout.
- Clearly labelled, tidy, and well resourced classroom that enables children to be independent.
- Tidy kitchen area –Nursery .
- A celebrating success area.
- At least 2 displays showing children’s work, supported with key questions about the learning processes involved.
- Displays should be interactive and demonstrate the use of key vocabulary.
- Interactive tables / areas displaying equipment and resources-linked to key areas of learning.
- Blooms Taxonomy visible for adults.
- Classrooms must reflect cultural diversity i.e.-photos, languages and maps.
- Children’s accessibility to interactive whiteboards.
- Class timetable / duties / assembly rota.
- E-safety/ ICT -Pupils have signed AUP.
- A labelled, organised and inviting book area which has a display that is bursting with awe and wonder (3 –D, lights etc.).
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet.
- Key sight words/spellings.
- Mathematics - times tables, number bonds, shapes, key vocabulary for number.
- Literacy working wall that shows the writing process and washing lines with modelled writing.
- Interactive maths table or area displaying equipment and resources.
- Numicon.
- Next steps – photos of children with post it next steps.
- Visual timetable.
- Stock cupboards are organised neatly.
- Parent notice boards are maintained to a high standard.
- Colourful semantics (lanyards and cue cards).

Outdoor Conditions for Learning

Outdoor area is accessible. Children can move freely throughout session.The key text being used in literacy should be visible throughout.

- **Mark making area-** Chalks, pens, pencils, large brushes, easels, paper, card.
- **Is there evidence of mark making in other areas?**
- **Creative area/ artistic/ musical-** Rolls of paper, rollers, paint, foam, ribbons, clay, sponges, string, wool, pasta, materials for weaving, various musical instruments.
- **Physical development area-**Various balls, bats, bean bags, hoops, quoits, cones, skittles.
- **Growing area.** Is there a place for digging? Areas to grow plants? Wellies, spades, watering cans, wheelbarrows, rakes, pots.
- **Investigation area-** Sand, water, buckets, bug pots, tweezers, magnifiers logs, stones, shells, binoculars, sieves, pipes, funnels, pulleys, wheels, ramps, chimes, windsocks, ribbons, fabrics, kites, bubbles, cameras, clipboards.

- **Constructing area-** Large blocks, crates, woodwork bench, tools, cones, planks, large cardboard boxes, large construction kits.
- **Imaginative play area** Is there space and provision for role play?- Examples may include: builders' yards/ shop/ garden centre/ stage/ café/ car wash/ garage/ post office/ camping/ clothes for dressing-up.
- **Quiet area** Is an area provided for children to be quiet, rest and reflect- Seats, cushions, mats, fabrics, picnic table, books, puzzles, clip boards, mark-makers, story tapes, head phones.
- **Wheeled toys area** Are there various wheeled toys?
- **Parent notice boards are maintained to a high standard.**

2. Classroom management

Children should be trained in classroom routines relating to tidiness and orderliness.

- They should be trained to collect and replace resources.
- Agree a class code of conduct linked to school's values (see Behaviour Policy).
- Use more able children as leaders to support the learning of others in the classroom.
- Take children through the step-by-step behaviour policy (see behaviour policy).
- Explain the smile system (KS1=20 for each certificate, KS2=50 for each certificate).
- Set up class monitors to tidy and care for the room and equipment i.e.pencil pots/library.
- Practise lining up- boy/girl all the time.
- Use 1,2, and 3 for moving around the room i.e. travelling from the carpet to chairs in an orderly manner.
- Use of hand signals for quiet and talk to you partner. At all times teachers should use non-verbal cues for transitions.
- Show children how you expect them to sit on the carpet/sit in their chairs.
- Teach children how you want them to stop and listen.
- Teach children to raise their hand if they wish to speak to an adult.
- Groupings of children must be varied throughout the day. For example: mixed ability based, individual, pairs, small groups or larger groups. Higher ability should be used to teach lower ability children.
- Children should be trained to use break times to go to the toilet and **not** learning time
- After registration, a child should complete the fire-drill head count and add names of absent children onto the board with a final head count number. Notify the office of any absent children.

Be consistent and continually remind children of your expectations.

3. Routines

Children will line up and be collected from the playground by their class teacher at 8:50am. Registration should be completed by 9:00am. TA's should be monitoring the line 5 minutes before the whistle blows.

At play and lunchtimes, a whistle signifies the end of play. Children will be collected from the playground by their class teacher at the end of every playtime. Teachers and TA's need to ensure their class is lining up following expectations.

At the end of the school day:

- Nursery, reception, and KS1 children will be collected from their classroom by a parent or carer.
- In year 3, children are picked up from the playground by parents/carers.

- In years 4, 5 and 6, parents can choose to allow their child to walk home on their own or arrange to collect them from the playground.

In the Foundation Stage or Key Stage 1, if parents are late to collect their children then they are taken to the main foyer where they will be supervised by a teaching assistant

In Key Stage 2, if parents are late to collect their child, pupils must take themselves to the main foyer and wait for their parents.

4. Expectations

- **Maintain high expectations of both yourself and all pupils at all times.** The adults are the role models for children.

Have high expectations of and insist upon the very best of all pupils in relation to:

- Behaviour and following routines. Speak to children in a calm firm manner. Remember we are a **no shouting** school.
- **School Uniform.** It is school policy that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher. If the child continues to not wear a uniform, the class teacher should inform the home school liaison officer. Head scarves should be school colours.
- **Jewellery.** For health and safety reasons, jewellery/false nails should not be worn at school (small sleepers and studs are allowed). If a child wears jewellery at school, the class teacher needs to ask the child to remove the jewellery and put the item/s in the school safe. Phone calls home should be made if a child has false nails.
- **Quality and amount of work achieved.** Make it clear to children how much they need to do in a certain amount of time. Insist that all pupils complete set work. If they don't, they must stay in at playtime/lunchtime until the work is completed.
- **Time keeping.** If children arrive late in the morning, they should be spoken to (in KS2) and if it continues to happen parents/carers will need to be spoken to (KS1 and KS2).
- Children are not allowed to bring mobile phones to school.
- All adults should be smartly dressed. During PE lessons all adults must be dressed in PE kits.

5. Layout and Presentation Years 2- 6.

Presentation of our work

- A sharp pencil must always be used to write with.
- When we can write with a neat joined script, we will become a pen writer.
- Once a child becomes a pen writer, they must stay a pen writer unless instructed by an adult.
- All maths work will be completed in pencil.
- All charts and diagrams will be completed in pencil.
- A ruler must be used to underline titles, rule off and draw charts and tables with.
- The date goes on the top line.
- The date and the title are to be underlined with 1 line only.
- Our teacher will be the only person to write on the cover of our books.
- Colouring pencils only will be used in exercise books.
- Cross out any mistakes with 1 neat line.
- Leave a line and an indent for every new paragraph.
 - Rubbers are not to be used unless directed by the teacher.
 - All worksheets need to be dated, marked and carefully trimmed before being stuck into books (do not fold worksheets).

In all subjects, please ensure that every opportunity is taken for children to work in books rather than using activity sheets.

6. Planning

There are three kinds of planning detailed below: **long term planning, medium term planning and short term planning.** (See EYFS policy for Nursery and Reception)

1) Long term planning.

- The New National Curriculum, Maths No Problem, Maths Mastery, the Newham agreed syllabus for RE, Newham computing, and Jigsaw provide detailed guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.
- The school has a curriculum map that breaks up the curriculum areas into manageable half termly themes. Thereby ensuring breadth and balance in curriculum provision and continuity and progression from term to term and year to year.
- For English and Mathematics, thinking skills are woven throughout- coverage should be highlighted every half-term.
- Aims and Thinking Skills are to be found on each year's curriculum map. These are the key skills and must be included in the medium term planning.

2) Medium term planning

Medium term planning organises the year curriculum into 6 terms. Teachers must use the '**Medium Term Planning Sheets**' to do this. It must be done in year group teams. Teachers should take the learning entitlements and objectives from the curriculum map and turn these into programmes of work for each half term, mapping out what needs to be done week by week in order to achieve these goals. Consideration should be given to creative cross- curricular links.

- Formal assessment in the core areas will be planned for 3 x a year.(See assessment policy)
- Non-core assessments will be planned for at the end of each unit.
- Planned educational visits
- Published schemes for Medium Term Planning may be used, but they must be adapted to suit the cohort.(Maths No Problem, Maths Mastery)
- Medium Term Plans must be annotated .
- The Learning Journey medium term plan should be completed for Science/Humanities.
- Teachers need to keep a digital copy of their Medium Term Planning in the Curriculum Area (Staff Resources) for monitoring by the Senior Leadership team.

3) Short term planning

This includes weekly plans and can be produced straight onto flip charts.

The **weekly plans/Flipchart** should include:

- Learning objectives, success criteria, the expectations of exactly what the children have to do in order to achieve the Learning Objective
- EPIC planning. Planning this in all lessons: engagement, pace, impact and challenge.
- SMSC. Encourage a sense of awe, wonder and curiosity around learning. Provide reflection time, to be still, think about core values and beliefs. Develop a clear moral sense- an understanding of right and wrong. Foster creativity, imagination, appreciation for the arts. Draw upon the richness and variety of spiritual resources and religious beliefs. Develop an understanding and respect for diversity, equality, inclusion and difference. Appreciate and understand the different cultures, particularly those represented within the school and community. Develop empathy and compassion, and consideration of what it means to be a human.
- Assessment for Learning strategies-peer/self assessment

- Identify the teacher input needed (e.g. explanation of key words/ideas, modelling using the visualiser, demonstration of skills etc.)
- Questioning should be planned for – Bloom’s Taxonomy
- Flip charts should consider the needs of SEN/ EAL /HAG children e.g. IEP targets, classroom assistant support, peer support, differentiated activities.
- If a child is working well below the rest of the cohort, teachers may go to a different year group for planning maths/literacy.
- It is expected that children with exceptional needs have planned learning activities recorded on the weekly planning sheets/flip charts.
- On the weekly overview, include how any adult support will be used e.g. TA’s
- Flip charts/short term plans need to record any changes that have occurred and whether what was planned was actually covered.
- Published plans are produced by NPW for ICT and BUPA, MATALAN lesson plans for PE. These plans may be used, but they must be adapted to suit the needs of the class.
- To plan how the teacher’s time will be used e.g. to work with a particular group (focused teaching) - **teachers should not simply circulate the class in an unplanned way.**
- If flipcharts are being used as the main form of planning, teachers must complete a weekly timetable that indicates the objective/success criteria for each lesson and indicates where electronic planning can be found on the system. This should be kept in the planning files.
- Daily flipcharts are to be saved in the correct place in Activeinspire and weekly plans should be saved in the **Curriculum** area in **Staff Resources**.

When planning English and Mathematics, teachers need to use the documents found in their resource planning files and on the Managed Learning Environment (MLE).

English documents are:

- Curriculum map
- Programme of study
- Appendix 1 (grammar)
- Appendix 2 (spelling)

Additional resources are:

- Talk for Writing planning folder, Pie Corbett Jump Start books, Literacy and Language, RWI and RWI spelling.

Mathematics documents are:

1. Curriculum map
2. Maths No Problem books and resources
3. Maths Mastery programme for EYFS and Year 1
4. Test Base
5. Calculations Policy
6. Bond Assessment Papers resource books.

Creativity is at the forefront of our planning to ensure children achieve excellence.

Back-to-back teaching is to be used daily in the afternoons between teachers. There can be exceptions to this, but it must be planned with your team leader during planning meetings.

Cross curricular links are important in planning to ensure in depth/embedded learning.

The following subjects are to be taught every day:

- **Reading-** RWI/Language and Literacy
- **Writing-** Talk for writing
- **Grammar, punctuation or spelling-** RWI spelling
- **Mathematics-** Maths Mastery/ Maths No Problem.

The following subjects are to be taught every week:

- **ICT**
- **PE**
- **RE**
- **Music**
- **MFL**

**Philosophy for Children will be used as a tool to teach R.E and P.H.S.C.E units.
There is an expectation that one P4C lesson will be taught for every unit in RE and PHSCE.**

Collective Worship takes place daily during assemblies.

Maths Lesson Structure

1. **In focus/** exploration by the children using manipulates.
2. Scaffolding learning - Method 1- method 2
3. **Journalling-** recording understanding and deepening thinking.
4. **Let's learn** modelling reading maths symbols and understanding.
5. **Guided Practice-** Assessment opportunity- on white boards/ work with partners.
6. **Independent Task** - Those that can, move onto independent tasks/ Those that can't - further tuition. (Deepen Thinking)
7. **Challenge**

Maths Journal Entry

Write the date and title.

Choose from one of the tasks below and complete it to the best of your ability. You are creating a Mathematics Journal entry to show the depth of your understanding of today's learning.

1. Create a visual representation of today's learning- this could be a pictorial explanation or diagram.
2. Write an explanation of your learning for a classmate who is away. Make sure the explanation is clear and you have used examples that demonstrate your understanding. You must use the correct mathematical vocabulary.
3. Make a rule about your learning today and provide proof to show it works.
An example may be: **Every multiple in the two times tables is an even number. They all end in the digits 2, 4, 6, 8 or 0.**
4. Story telling- Write a worded problem (question) about your learning today.
An example may be: **Lisa had $\frac{3}{4}$ of a chocolate cake. She wanted to share her cake equally between 3 friends. What fraction of cake did each friend receive?**

7. Teaching

Teachers are responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught.
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources.
- A clear statement to pupils of the intentions of the session i.e. a clear explanation of the **learning objective** for the lesson. (*The learning objective must be clearly written up on the board with success criteria underneath- visible for the whole lesson*).
- A clear exploration, creation or explanation to pupils of the activity and expected outcome through the use of the success criteria.
- Use of the lesson format for Assessment for Learning.
- Effective teacher input which ensures pupils understand and takes into consideration different learning styles (use visual images and practical activities to support explanation / understanding, ensure that **key ideas and words** are shown on the board).
- Appropriate pupil work **activities** which help pupils **explore, develop, practise**, their new learning.
- Thorough **resourcing** of activities-with additional resources to support some pupils and stretch others.
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring more able are stretched, less confident are supported; although independence should be encouraged at all times. Independence needs to be for a sustained period of time.
- Children should be given opportunities to choose the difficulty of the task so that they opt for one that will stretch them rather than one that is too comfortable. Teachers should encourage children to explain their choices using the language of: **comfort, stretch and panic**.
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments.
- **Expectations** of pupil's work needs to be made clear e.g. quantity of work, presentation, and other qualities pupils should be maintaining in their work. Use of the visualiser.

The teacher needs to have planned how they will use **their time** whilst pupils are at work:

- Circulate the room providing immediate feedback on learning with highlighters to address misconceptions.
- Work with particular pupils to support and stretch them on the carpet.
- Assess pupils' progress.
- **Feedback and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next.
- **Assessment for Learning** – peer and self assessment

Growth Mindset

Teachers need to also have a growth mindset and be open to self improvement through reflection on their own practice. We value developing our teachers to be the best that they can be and will support them on this journey. There are many development opportunities and training days available to all staff. Teachers are also given lots of support from SLT which should be valued. An SLT member/subject leaders will be available for all PPA sessions to discuss lessons and will often be in lessons with teachers to give feedback and model good practice.

Lesson Format for AFL

- **Revision of previous lesson.**

Discuss findings of yesterdays completed work.
Children read annotated marking, discuss and respond.

- **Introduction to lesson.**

Share learning objective: - *We are learning...*
Share the success criteria: - *What I am looking for...*

- **Main part of the lesson.**

Use of mini-plenaries to check the success criteria.

- **Plenary.**

Children self assess: -
Have I achieved the success criteria?
Explain what I have achieved, what I need to achieve next?

- **Teacher assessment of lesson.**

Mark books – use of annotation
Reflection of the lesson- impact on learning
Focus for the next lesson

'Assessment for Learning' strategies

1. Introducing LO and SC- to ensure children know what they are learning and how they are going to achieve it
2. To capture accelerated progress, teachers ask children to carry out cold tasks (pre learning tasks). Cold tasks enable the teacher to set targets for the pupils that can be measured in the Hot task. Hot tasks (post learning tasks) capture the progress made throughout the unit. In maths, the cold task is a selection of questions based on the unit that is to be taught. In writing, it is a short writing task to assess where the children are at the start of a writing unit.
3. In all subjects children are asked to explain and reason about their work. A new area to focus on is in maths. Journalling should capture children's independent explanations.
4. Children create their own success criteria: use of children's work from the previous years, using the visualiser to model
5. Assessing children's white boards and answers- dealing with misconceptions planning for next steps /post it notes.
6. Mini-plenary to address misconceptions/challenge children/ensure all children are on task.
7. Use questioning to have an overview of the understanding of success criteria.
8. Mini-plenaries - to challenge children further, to introduce next steps to the objective/to address misconceptions/to self or peer assess against success criteria.
9. When giving feedback, use the success criteria to ask questions about children's work – to ascertain understanding of concepts/ check ability to use and apply skills/ question what next steps children will need to improve understanding
10. Rich Questioning: Open ended/ Do you agree or disagree? Statements that need to be explained/ Right or Wrong? Giving the answer.
11. Pair talk-to ensure all children are accessing the success criteria/lessons objectives so that they can all participate in learning through the use of speaking and listening.
12. No hands-up- this ensures that all children have to focus on the task and cannot sit back and disengage themselves from the lesson.
13. Self assessment- for children to assess what they have learnt and for them to understand what the next steps are to that skill or area of learning.
14. Peer assessment-to enable children to have a thorough understanding about what they should have learnt through discussions with their peers.
15. Sentence openers: (I liked it when... I never knew that...) enables children to start to explain where they are with their learning and achievements.
16. Coaches/Learning leaders should be used to explain their thinking to their peers during lessons (ask the learning leader before the teacher).

8. Feedback on Learning

Marking is only one form of feedback given to pupils. Other forms of feedback include: verbal feedback, self-assessment, peer assessment, pupil teacher dialogue and questioning, guidance during lessons, re-teaching concepts. Marking can provide important feedback to pupils and help teachers identify pupil misunderstanding.

Live Marking

At Hallsville we believe that live marking has the most impact on children's learning. Live marking is when children are given immediate feedback on their learning by the teacher or TA and can instantly act upon the feedback. In all lessons, adults should circulate and give immediate feedback to children.

Light marking

All children's work should be light marked ready for them to see before the next lesson. This consists of showing successes (ticks) and indicating where improvements need to be made (highlighter). Adults should aim to complete as much of this as possible within the lesson through live marking. Teachers can also use self/peer assessment for this.

Indepth Marking

This is when children receive comments about their work in order to help them progress over time. Teachers need to leave a positive comment that informs the child of their successes. This can either be linked to the process they have used to complete the task or on their learning achievements. Acknowledgement marking and comments on the 'self' such as "Well done, you're good at this," should not be used as they do little to enhance pupil progress.

Teachers should also inform the child what needs to be done to improve their learning. This could be something that the child can address immediately in that piece of work or something for them to think about next.

Indepth marking should occur for one in every five pieces of work in literacy and maths books and one in every three pieces of work for other subjects. Children should be given time to engage with marking in every lesson and respond to any improvement suggestions/highlights green pen.

Daily Writing

- Pupils will start with a cold task. This piece will be marked by the teacher to: inform planning; identify class needs and set individual targets for pupils.
- Teachers and teaching assistants will aim to provide feedback through conferencing to all pupils on first 2-3 sentences.
- Teachers and TA's will use the highlighter pen to indicate where improvements need to be made and the child's success on a daily basis and where ever possible with the child during the lesson.
- Prior to the child editing, the teacher will teach to address any issues that have arisen across the class. The child will then edit their work. They will use the green pen to show their improvements from: teacher taught input; looking at the toolkit, highlighted improvements; individual pupil targets, and checking spelling using a dictionary.
- Self-assessment and peer assessment can be used to provide feedback to pupils.
- At the end of a whole piece of writing, the teacher will inform the child what is going well in their writing and their next targets. It is important that the teacher is aware the children are the audience

when giving written feedback, so personal comments to encourage a writer can be made (www-ebi).

Hot Task

- Children will independently write.
- When doing the hot writing task, pupils need to refer back to targets set in the cold task to see if they have progressed.
- Once the hot task writing is complete, the teacher will teach to address common errors and then children will edit to improve their work. WWW and EBI is provided to the child. This piece is then used to assess writing progress on the assessment sheets at the back of pupil books.

End of Key Stage

Four/six pieces will be re drafted/edited as final pieces ready for moderation.

Maths

- All questions that have a set answer will be marked by the teacher, pupil or peer marked within the lesson.
- A highlighter pen will be used to show children where an error has been made during the lesson or before the start of the new lesson.
- The following day- pupils will look back on their marking and correct any errors they have made to their work using a green pen.
- One in every 5 pieces of maths/literacy work will be marked in depth.
- Marking will inform pupils what they have done well and what they need to do next to improve. Teachers must refer back to subsequent marking to measure the impact their marking is having on the pupils.
- Work must be marked before the next lesson by the child, peer or adult, and where possible, in the presence of the child.

9. Target Setting and 1:1 mentoring

Target setting is a meaningful process at our school. Annual targets are set for pupils to achieve at the start of every year. Progress against these targets is tracked every term.

Writing targets

- Targets are set following cold/hot tasks that are child friendly for writing. These targets are placed in the front of pupils' books so they can be accessed easily.
- Teachers need to mark the cold/hot tasks and set targets from these using the toolkit.
- Children assess themselves against their own targets. They underline where they feel they have achieved the target set.
- These targets are shared with parents at parents' evenings.
- The assessment key indicators at the back of books must be completed after every hot task.

Weekly Maths and Grammar checks

Teachers will do weekly grammar and maths checks to assess the children's learning in these areas. During these sessions, children will find out for themselves what their strengths and areas for development are and give them an awareness of what they need to do better.

1:1 Mentoring

Teachers will hold 1:1 mentoring sessions every term with each child in their class. During these sessions, the child will identify their successes/achievements and targets. For any children on a care plan, teachers will need to discuss their behaviour using the 'Identifying strengths and targets' sheet.

10. Teaching Assistants

Preparation

It is the responsibility of the teacher to ensure that all teaching assistants are informed about every lesson prior to it. Teaching assistants should be clear on the learning objective and the concepts being modelled.

If a teaching assistant takes a reading group, they will be provided with supportive planning time for one hour a week.

During Lessons

Teaching assistants should be fully involved with children's learning whether it is on the carpet; monitoring behaviour during lessons; whilst work at tables is being completed or within the introduction and plenary. It is not acceptable for a teaching assistant to be simply sitting and watching the delivery of the lesson. Teachers and teaching assistants must have to hand a pen for marking what has been achieved, a highlighter pen for immediate improvements and a set of post it notes for recording pupil's comments or next steps. All staff are provided with an apron to store equipment and it is the adult's responsibility to ensure that have these resources in every lesson.

Teaching assistants should:

- Know who all the target children are in the class and they should target them both on the carpet and at tables. Pupil progress forms should be visible in all classrooms to support this.
- Use role play (where appropriate) to pretend not to understand concepts to model learning behaviours, draw out misconceptions and encourage children to explain what they know.
- Use practical resources and visuals to support children's learning effectively.
- Spot misconceptions on the carpet on whiteboards/in talk partner discussions and feed them back to the teacher or address them immediately.
- Use questioning to move learning forward instead of telling children the answers.
- Provide feedback for target mastery children.
- Inform the teacher if many children are misunderstanding a concept so that it can be addressed.
- Live mark effectively in all lessons using highlighter pens and verbal feedback.
- Update the next steps boards during lessons from information gathered when live marking.
- Address misconceptions during the afternoon (where directed).

Transition between classes.

Teaching assistants must make sure that behaviour in corridors and in lines is the best it can be. This must be done through positive praise and consistent reminders about walking sensibly and lining up quietly. Children must be supervised during transition at all times.

In the playground.

All teaching assistants in the playground are expected to join in and play games with children. They should preempt misbehaviour.

In the afternoon.

TA's should be involved in RML 1:1/Interventions / ECC/ Numbers count / catch-up sessions/ addressing the Next Step needs from the morning. In some cases there will be exceptions, where a teaching assistant will need to be in class- this must be arranged with your phase leader.

11. Minimum Expectations for Pupil's Books at Hallsville

- Prepared task sheets/models for writing that are stuck in pupils must be aesthetically pleasing (e.g. appropriate border)

- Handwriting must follow the school's policy and children must use the tramlines in literacy books properly.
- Photos of workshops must be accompanied by a written piece from the child explaining what they have learnt/experienced.
- Learning journeys must be evident in books e.g. cold task through to hot task. In science/humanities learning journeys should show children working scientifically/historically/geographically, raising questions and exploring ideas in order to draw conclusions in line with the curriculum.
- Spellings – RWI red words, age related compulsory spellings and spelling rules that have been covered in the spelling programme must be spelt correctly in books. Teachers should highlight, within reason, if spelt wrong (appropriately for each child).
- Assessment key indicators at the back of books must highlighted after every hot task.
- Maths journals should demonstrate depth of learning. Each journal entry should show more than one way of solving a problem.
- Greater depth tasks should be signalled in all books using task cards/subheadings.
- Live marking/feedback must be evident in books to move learning forwards.
- The feedback/marking policy should be visible in books.

- Phase leaders will monitor books through learning walks and discuss with teachers w/w/ebi in weekly planning meetings. SLT will monitor books with an agreed focus each week and provide feedback to teachers.