Thameside Primary School

Teaching, Learning and Assessment Policy

Last reviewed - January 2024

Next review – January 2026

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

This document sets out the Teaching and Learning policy for Thameside Primary School, in consultation with the pupils and staff views. This policy amalgamates the previously separate policies of teaching and learning, feedback and marking and assessment.

Contents

1. **Aims**

At Thameside Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

This policy aims to:

- Explain how we'll create an environment at our school where pupils love to learn and do it well

- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

- Promote high expectations and raising standards of achievement for all pupils in our school

- Involve pupils, parents and the wider school community in pupils' learning and development

2. **Guiding Principles**

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, respect, self-responsibility and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self - esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring co-operative values of self-responsibility, self-help, equality, equity, democracy and solidarity;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Our pupils deserve the best opportunities to learn the skills and knowledge required for them to be successful and enthusiastic learners throughout their school lives and to carry on their learning journey into adulthood and the world of work.

3. **Roles and Responsibilities**

   Learning is the responsibility and purpose of the whole school and is a shared commitment. At Thameside Primary School, we recognise that education involves children, parents, staff, governors and the community and that for optimum benefit all should work closely together to support the process of learning.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the national Teachers' Standards and those agreed as the Thameside teaching expectations (exemplified in Appendix 1)
- Actively engage parents/carers in their child's learning
- Update parents/carers on pupils' progress through termly parent consultations (Nov/ March) and produce an annual written report on their child's progress
- Meet the expectations set out in the curriculum policy and behaviour policy

3.2 Support staff

Support staff at our school will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy and behaviour policy

3.3 Subject/year leads

Subject/year leads at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities

- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy and behaviour policy

3.4 **Senior leaders**

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to ensure high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy and behaviour policy

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Take on board feedback and be prepared to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our school behaviour policy
- Adopt our cooperative values

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the head teacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4   Curriculum & Planning

Our curriculum is implemented through a series of lessons which build on concepts, skills and knowledge. Each topic starts with an exciting starter that is used to engage learners and build an interest right from the onset. The implementation is adapted to specific learning needs in order to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all our pupils. Each topic within the curriculum has been carefully chosen to reflect the diversity of pupils within our school and in our local area.

Early Years' education follows the framework for EYFS and we use the Thameside Curriculum as a basis for topics which support this learning. Literacy and mathematics are taught as discrete subjects but will often link to the themes chosen for each curriculum unit.

Activities are engaging and practical, building on individual starting points and key interests within the year group. Teaching is delivered through a balance of direct teaching and carefully planned, child initiated activities. Timely interventions from all adults are given to move individuals forward.

In Key Stages 1 & 2, we use the Thameside curriculum as our driver for Science, History, Geography, Music, Art and D&T. Other subjects are taught using schemes or resources: Dimensions scheme for PSHE, NCCE for computing and French. Maths, Literacy, RE and PE are taught as discrete blocks. Our English lessons are taught through high quality texts using The Write Stuff approach.

Lessons will be planned well to ensure good short-, medium- and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5   Learning Environment

When pupils are at school, learning may take place in classrooms, outdoor spaces and halls

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6   Adaption

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)

- Pupils with English as an additional language (EAL)

- Disadvantaged pupils

- Pupils that are more able

Strategies we will use to do this, for example:

- Using support staff effectively

- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress

- Using flexible ability groupings for certain subjects where appropriate e.g. phonics

- Providing writing frames and word banks

- Adapting the difficulty level of learning for differing groups of children

See also our SEND policy and information report, and our statement of equality information and objectives

7   Home Learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Reading Eggs, My Maths or sent home as a physical copy.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8   Feedback and marking

At Thameside Primary, we recognise the importance of feedback as an integral part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that **effective feedback** should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal

- be specific, accurate and clear

- encourage and support further effort

- be given sparingly so that it is meaningful

- put the onus on students to correct their mistakes, rather than providing correct answers for them.

- provide specific guidance on how to improve and not just tell pupils when they are wrong

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;

- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;

- written comments should only be used where they are accessible to pupils according to age and ability;

- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;

- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;

- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

- children should receive feedback either within the lesson itself or by the next appropriate lesson. The 'next step' may well be the next lesson.

- Improvements made by children as a result of feedback, should be evident through the use of purple pen.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of the four common stages in the learning process:

1. Immediate feedback – at the point of teaching – this is the expected point of feedback for the majority of lessons in Thameside Primary School

2. Summary feedback – at the end of a lesson/task

3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher after reviewing a previous lesson.

4. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Thameside Primary, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Feedforward: 'the next step is the next lesson.'	• For writing (but not exclusively) often a part of the next lesson will be spent giving feedback to the class giving strengths and areas for development and giving time for development areas to be worked on and improved through proof-reading and editing their work.	• Lesson observations/ learning walks/ drop ins. • Evidence in books of pupils editing and redrafting their work in purple pen.
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

All work completed by children **must** be acknowledged by class teachers before the next lesson in that subject. This may be through simple symbols such as ticks indicating that the learning objective has been achieved.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see Appendix 2 for marking codes and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered when it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Teachers should mark in green whilst LSAs should mark in blue. Teachers ensure that any written feedback is a model for pupils in terms of handwriting and presentation.

9   Assessment, Recording and Reporting

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This section of the policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

9.1 Principles of assessment

At Thameside Primary School we believe that assessment is fundamental to the progress attainment of all pupils. The following principles underpin our school's assessment policy outlining how we will assess all children throughout their school career.

- Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; the opportunity for pupils to demonstrate and review their progress.

- Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.

- Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements. These judgements are moderated by experienced professionals across the Trust and local authority in a shared approach to teaching and learning to ensure their accuracy.

- Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards criteria and expected standards for which schools and school leaders are

accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.

- Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

- Assessment is consistent; judgements formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.

- Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; helps parents in supporting children with their learning; supports teachers in planning teaching and learning; enable school leaders and governors in planning and allocating resources; track pupil progress and government and agents of government.

- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

9.2 Assessment approaches

At Thameside Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative (responsive teaching) assessment, in-school summative assessment and nationally standardised summative assessment.

9.2.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate feedback for support or extension, evaluate teaching and plan future lessons

- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Thameside Primary, we use a range of formative assessment techniques (see section 8) such as:

- Involving pupils in their own learning

- Sharing learning goals and success criteria with pupils

- Involving pupils in self-assessment and peer assessment

- Asking a range of different questions

- Giving children feedback about the quality of their work and how they can make it better

- Helping children decide what steps they should take next

- Belief that every pupil can improve

9.2.3 Nationally standardised summative assessment and in-school summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve maximum progress and attainment

- Teachers to understand national expectations and assess their own performance in the broader national context

- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching

- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Nationally standardised summative assessments include:

- EYFS (Baseline check started September 2022)

- EYFS end of year assessment - teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1/2 scale which mirrors the school's emerging / expected reference points and reports on 'Characteristics of Effective Learning'.

Phonics Check

Year 1 - all children in Year 1 will participate in a phonics check. This assessment will be administered by the appropriate staff. Results are reported to parents.

Year 2 - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by the appropriate staff. Results are reported to parents.

SATs & Summative Assessments

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.

In addition to this statutory assessment, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

This includes:

- Summative assessments tests three times a year in Years 1, 2, 3, 4, 5 and 6 for reading, maths and GPS. The tests supplied by PiXL are used nationally within a huge cohort of

primary schools and are regularly checked to ensure that they meet the standards required for each year group.

- Results from summative assessment tests inputted into a Question Level Analysis form (QLA). The QLA tool is formatted to allow quick and efficient analysis of the gaps, giving powerful information for teachers.

- Foundation subjects are assessed on a lesson by lesson basis against the learning objective using the Maestro platform.

- Pupil progress meetings held once a term between year groups and members of the core leadership team to discuss the impact of teaching and learning.

- The school currently uses the PiXL Primary program which supports staff to use the Diagnosis, Therapy, Testing (DTT) approach to ensuring that children make good progress and attainment

At TPS, we assess against performance indicators to show how children are progressing towards end of year expectations; this is described as working towards, at national and at greater depth. 'Working Towards' may also mean that children are assessed against key performance outcomes from an earlier stage. Progress may be defined as: catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm. Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

9.2.4 Collecting and using data

Data is collected termly and recorded on Bromcom. As part of the Osbourne Cooperative Trust, the data is then transferred to FFT Aspire where it is easily interrogated, and results compared to individual pupil predictions.

Data on pupils' attainment in the foundation subject is recorded termly in Bromcom.

9.2.5   Reporting to parents

Parents are formally invited into school twice a year to discuss their child's progress and attainment. During these meetings, parents are given a written record of their child's current attainment along with grades for effort.

Assessment data is reported to parents in July through annual reports which include:

- Brief details of achievements in core subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

- Comments on general progress

- The pupil's attendance record:
    - The total number of possible attendances for that pupil, and
    - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

- The results of any public examinations taken, by subject and grade

- Arrangements for discussing the report with the pupil's teacher.

9.2.6 Inclusion

The principles of this policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

10 Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders/subject leaders/year leads will monitor and evaluate the impact of teaching on pupils' learning through:

For example:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings,
- Introducing strategies that can be implemented
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

11 Review

This policy will be reviewed every two years by the deputy head teacher for teaching, learning and assessment. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Home-school agreement
- Equality information and objectives

Appendix 1   **Thameside Primary Teaching and Learning Framework**

This framework is to support teachers with their own professional development and set out the expectations for teaching at our school.

Teacher Standards	What does this look like in practice?
1. **Set high expectations which inspire, motivate and challenge pupils:** • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	• Adults have high expectations of all pupils. • Planning is carefully structured with an awareness of the progression of learning. • Children are constantly challenged to improve and extend their learning through feedback and use of success criteria. • Lessons encourage independence for all learners including SEND, EAL and More Able pupils. • Teachers nominate children every week for a 'star of the week' certificate. • Outstanding effort is acknowledged with a praise card • Children earn dojo points by displaying effort and appropriate learning behaviour. • Teachers ensure that the children know expectations for presentation and that they are rewarded for working hard to achieve them. • Teachers ensure the values of Thameside and the wider co-operative trust are upheld beyond their classroom, dealing with behaviour effectively. • Teachers and support staff act as a positive role model to pupils upholding the school values. • Teachers deliver lessons with enthusiasm. • In EYFS, the curriculum fosters natural curiosity on a personal level, giving practitioners opportunities to pick up on children's interests and encourage/ support and extend learning. • Cultural provision across the curriculum means that the learning undertaken by the children is relevant and meaningful to them. • Learning is undertaken in a range of different tasks which requires the children to develop their learning behaviours.
2. **Promote good progress and outcomes by pupils:** • be accountable for pupils' attainment, progress and outcomes	• Mini plenaries are used within a lesson to address common misconceptions as they occur. • Verbal feedback is used to address individual children's misconceptions. • Teachers plan so that children's targets are catered for. • Immediate verbal feedback and, when necessary, written feedback address children's next steps. • Use of shared (and sometimes co-constructed) success criteria ensure that children know what they need to do to be successful. • Teachers share examples of excellence with the children.

• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.	• Teachers quickly identify the 'gaps' in children's learning and plan appropriate interventions to fill them. • Lessons across the curriculum develop the children's resilience to failure e.g. PE, PSHE. • Children are encouraged to have a 'can do' attitude towards all of their learning and are aided by constructive feedback. • Children are taught a range of strategies for dealing with when they are 'stuck' including adopting the co-operative values of self-help and self-responsibility • Children are rewarded for showing perseverance e.g. dojo points and star of the week • Teachers behave in ways which make the classroom a safe environment in which it is acceptable to make mistakes. • Teachers ensure that assessment is accurate and based on evidence. They engage in moderation exercises to quality assure teacher judgements.
3. **Demonstrate good subject and curriculum knowledge:** • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	• Good subject knowledge is used to plan effectively and appropriate vocabulary is identified. • Teachers are confident in their delivery of content and use the correct terminology. • Learning objectives and success criteria are clearly identified and appropriate in planning and in lessons. • Teachers adapt the curriculum on offer to suit the needs of the children in their class. • Where appropriate, links are made with other curriculum areas. • Planning may identify common misconceptions and steps to address them. • Where appropriate, real-life examples are used to help the children understand how their learning links to everyday life. • Extension tasks deepen learning and understanding. • EYFS Framework knowledge applied and assessment and teaching outcomes are recorded regularly on Tapestry and in pupils' learning journals. • Teachers have high expectations around the use of the core skills in all subject areas. • Teachers model the necessary skills in all subjects.

• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	
4. Plan and teach well structured lessons: • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	See also points 3 & 5 • A range of high-quality resources (including ICT) are regularly available for pupils. • Positive routines are established within the classroom and no time is wasted during transitions between lessons and assemblies etc. • Planning is accurately matched to pupil needs. • HLTAs and LSAs are used effectively within the lesson supporting individual children or groups. • The learning environment offers support for pupils during lessons and encouraging independent learning skills. • Children in EYFS, have picture and story books, guided reading books alongside literacy/ numeracy challenges sent home to be shared. • Children in all year groups have access to Reading Eggs and My Maths and teachers set assignments to be completed as homework. • Teachers take time to reflect on the effectiveness of their lessons and make adaptations to planning to meet the needs of their class.
5. Adapt teaching to respond to the strengths and needs of all pupils: • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a	• Teaching is pitched accurately providing support and challenge. • Adults are deployed effectively and are active in all parts of the lesson. • Work/resources are differentiated appropriately. • Links to prior learning are made explicit. • 'Gaps' in children's understanding are quickly identified and addressed using the process of 'Diagnosis, Therapy and Testing' (DTT) and/or the deployment of adults. • Interventions are put in place and the impact measured. These are regularly reviewed and adapted.

range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	• As in the feedback and marking section of the teaching and learning policy, children receive a mixture of verbal or written feedback during lessons or after work has been completed. • Next steps may be given as part of the verbal feedback which the pupils act on immediately, may be written in books or whereby children are identified as needing further support in the next lesson. Children respond to their next steps using purple pen. • Pupils use quality resources e.g. dictionaries, thesauruses or others supplied by the teacher to independently identify their next step (age appropriate).
6. Make accurate and productive use of assessment: • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	• Teachers use a mixture of open and closed questions to develop deeper thinking. • Higher level questioning is planned and used in lessons • Diagnostic questions are planned into lessons to support AfL. • Differentiated questioning is used alongside a range of questioning techniques. • Effective use of questioning targets learners and encourages discussion. This may be open/ closed questions, diagnostic, according to Ii) individual child ii) moment iii) assessment (formative or summative) • Progress is monitored and understanding checked and teaching adapted accordingly • Provide timely feedback to pupils that is precise and linked to targets or next steps with time given for pupil response as/when needed. • Teachers plan in opportunities for the children to reflect/ self-assess against success criteria. • Classroom ethos means that children take pride in their work with high expectations of themselves. • Children act on feedback whether written or verbal. This should be seen through purple editing in books and progression of learning over time. • Children are encouraged to use co-operative marking/ peer assessment and are taught the skills required to do this.

5. **Manage behaviour effectively to ensure a good and safe learning environment:** • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	• Positive behaviour management structures are in place (in line with the school's behaviour policy). • Adults follow the policy and guidance to ensure consistency across the school • School and class rules are displayed clearly within the classroom. • Adults model the high expectations required. • Values are incorporated across all areas • Children show good learning behaviours in their lessons. • The school follows the Co-operative values adopted by the Trust and all adults make continual reference to these alongside the integration of British values. • All adults challenge and address stereotypical views and language using lessons to unpick this if necessary e.g. PSHE. • Classes are very diverse and this is celebrated within each class (global community maps) and the whole school. • All adults use the school behaviour system • Children using derogatory language are sanctioned as appropriate. • Teachers use the pastoral support team to effectively support and resolve incidents. • If a child has a behaviour issue, the child has a report book that is used to liaise with parents so that they can see the type of behaviour their child has displayed over the day. Behaviour strategy meetings are held between parent, Bridge staff/ Inclusion manager and teacher where appropriate.

| 5. **Fulfil wider professional responsibilities:**
 • make a positive contribution to the wider life and ethos of the school
 • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 • deploy support staff effectively
 • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 • communicate effectively with parents with regard to pupils' achievements and well-being. | • Teachers deliver after school clubs once a week.
 • Teacher develop good working relationships with support staff and use them effectively in the classroom.
 • Teachers take on board feedback from monitoring and make changes to practice as appropriate.
 • Teachers complete their Teaching Over Time records rigorously, reflecting on strengths and areas for development.
 • Teachers identify strengths and areas of development and proactively look for CPD to develop their pedagogy.
 • Parents attend formal parents evenings twice a year.
 • Parents are encouraged to speak to teachers after school if they have worries or concerns. Teachers pass issues to SLT, where appropriate.
 • Yearly reports, and those given at parents' evenings, show a child's progress in relation to national expectations. Teachers discuss areas of strength and weakness.
 • Children with SEND have termly reviews of progress towards targets which is discussed with parents.
 • Rewards for reading and times tables, demonstrate to parents the progress that their child is making.
 • Curriculum overviews are made available to parents so that they know what their child will be learning about each half term.
 • Curriculum overviews enable parents to engage with topic areas at home. Creative homework projects link to these areas.
 • Parent workshops are held to help parent support their child e.g. Internet Safety, support for SATs.
 • The Family Support Unit provides help and advice for parents. |

Appendix 2

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Marking Code

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These codes are used across the school for a range of subjects.

✓✓	Good element found in work i.e. use of vocabulary, full stops, correct method
LO✓	Learning objective achieved
P	Indicates missing punctuation including full stops
Sp	Indicates spelling error with the incorrect word underlined (as appropriate)
↑	Indicates finger space/s needed
/	New paragraph needed
^	Omission

Maths

Errors are marked with a dot.

Writing

Numbered success criteria

As the children progress through the school, they are encouraged to become more independent with the editing process. This is done through teacher use of three editing codes:

E1 – Revision

These are the 'little' adjustments or changes that tend to fall into one of the following categories

- Spelling
- Missed or additional words
- Punctuation

Spelling Errors

The expectation is that, if a child has been taught a spelling rule or sound, they should attempt to spell the word correctly. Where this has not been done, the spelling error should be indicated and the child should correct it.

In all writing, spelling errors should be addressed depending on the age and ability of the child.

The following systems should be used when marking spellings:

- Where a spelling is attempted, the correct sounds / elements are ticked
- For younger children, where Sp is written next to the word – the child should look up the correct spelling. The part of the spelling that needs attention should be underlined e.g. practi<u>kel</u>

E2 – Rewrite

Thinking for this needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured or generally improved.

E3 – Reimagine

This is to add more sentences to develop an idea further. This may be done by using an 'editing flap', an extra piece of paper stuck into the book which shows the additional sentences.

Presentation
All children to use 'DUMTUMs' in all books

Date

Underline

Miss a line

Title/ learning objective

Underline

Miss a line

Maths to use short date

All other subjects to use long date