Pallister Park Primary School
Teaching and Learning Policy

Updated October 2016

At Pallister Park 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.

Teaching

Our teachers at Pallister Park Primary School always strive to make each lesson better than the last and provide opportunities for each child to make the progress that they are capable of.

1. Teachers must aim to ensure that learning is embedded, through checking understanding and teaching has been effective
2. Maintain a consistency in the standard of each activity – ensuring our children reach their individual potential
3. Teachers must be explicit about the learning outcomes they are working towards
4. Reinforce student aspiration by the challenge offered. Constantly demand the best they can do
5. Enable children to develop resilience by taking risks and working through barriers to learning
6. Develop a sense of community within the classroom, our success depends on each other
7. Teachers will utilize a range of teaching strategies including;

   o Individual/group/whole class work
   o Discussion and questioning
   o Previewing and reviewing work
   o Providing opportunities for repetition/reinforcement
   o communication strategies – verbal and non-verbal

We believe that Children learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating

- the purpose of a task is understood
- they feel secure – in terms of environment, relationships and learning
- they feel valued
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas

Marking

Marking and assessment has two purposes, for students to act of feedback and make progress over time and to inform future planning and teaching.

1. Teachers must use the **Marking Code**
2. Teachers must ensure a secure overview of the starting points, progress and context for all.
3. Marking must be formative and make it clear to the student what they must act upon.
4. Marking and feedback must be regular
5. Marking is often done while a task is being carried out through discussion between child and teacher
6. Teachers will update pupils **Target Sheets** so that the child is aware of how to make progress
7. Marking will highlight 'cold' tasks (activities without prior teaching) and 'hot' tasks (activities completed after teaching input) to highlight progress made by the child

Planning

Planning is a process not a product. Its purpose is to enable high quality delivery which meets the needs of all students.

1. Teachers must be clear and precise about the skills/knowledge they want students to learn.
2. Activities must be designed to facilitate learning.
3. Differentiation should be planned to ensure a Quality First Teaching approach which meets the needs of all students and groups and maximizes the use of any additional adults in the room.

4. Activities must link to the National Curriculum 2014 learning outcomes and coverage will be checked with **Curriculum Overview Sheets**
5. Teachers will endeavor to make use of cross-curricular opportunities to enhance learning allowing some subjects to be taught through topics and others covered as discrete subjects
6. Teachers will take into account previous assessments to ensure learning outcomes are appropriate and challenging

Assessment

1. Teachers must follow the **Assessment Timetable** to ensure they are capturing data at the allocated times
2. Teachers will regularly update **Writing, Reading, Phonics and Maths Tracker Sheets** dating them where appropriate to show achievement in objectives
3. All assessment will inform future planning
4. All data will be reviewed and discussed at **Pupil Review Meetings** to ensure consistency and accuracy throughout school
5. Our Whole School Provision Mapping will be evaluated by discussing interventions and analyzing individual and group progress to ensure expected progress is achieved
6. Moderation within year groups ensures consistency, opportunities to moderate throughout the whole school will be facilitated to enable all staff to have an understanding of what progress looks like in all year groups
7. Observations will be carried out at least termly throughout the whole school to ensure consistency in teaching and learning
8. Formative assessment is used to identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Pupil books should:

- Include child friendly targets in the front of their **English Skills** books so that they are aware of how to improve their work
- Tracking sheets should be in the front of their **Extended Writing** Books and **Maths** books
- Include a range of cold and hot task opportunities
- Show progress for the individual
- Provide opportunities for the individual to review and edit their work after feedback from their teacher

Books that each child will be provided with:

EYFS	Key Stage 1	Key Stage 2
Learning Journey Books (including observations) Writing Maths Red Files (of 6 pieces of assessed writing from Reception)	English Skills Extended Writing (Handwriting) Red Files (of 6 pieces of assessed writing) Maths White Files	English Skills Extended Writing (Handwriting) Red File (of 6 pieces of assessed writing) Maths White Files

Formal summative assessment is carried out for:

- Year 2 and 6 through SATs and teacher assessment
- Phonics in Year 1, re-tested where necessary in Year 2
- Optional tests are also taken in Years 3, 4 and 5
- Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained

Records of assessments and progress are kept for each child throughout their time at our school. Appropriate records are passed on to other schools when pupils leave.

Reporting to parents/carers is done:

- twice a year through consultations and once through a written report
- day to day updates are shared with home in our school planners
- results of individual pupils' assessments (Year 2 and 6) are included in end of year reports
- overall statistical profile (but not individual results) is made available to parents, governors, LA and national government once validated and is accessed via our website
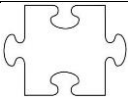
Appendices

1. Marking Code
2. Target Sheets
3. Example of Curriculum Overview Sheets
4. Assessment Timetable
5. Examples of Reading, Writing, Phonics and Maths tracker sheets

Pallister Park Primary School Marking Code

These codes should be used when marking work to ensure children have clear understanding of what they have achieved and how to make progress.

Code	Explanation
● (blue)	Cold task – checking prior knowledge
● (red)	Hot task – assessment after period of teaching
● (green)	Well done you have achieved the objective
● (amber)	Almost there, check your targets.
● (pink)	Be careful, you must listen carefully.
👆 or FS	Finger space needed
look	Read your work to check it makes sense
sp	Use sounds / phonics to help with spelling
🧩 or conj	Use conjunctions
A	Adjectives
C	Capital letters
TA	Assisted work
a.b.c.	Correct letter formation / neat handwriting

These symbols can be used in books so that either Teacher or child can highlight if these have been seen in their piece of work.

*the abc is not cursive due to restrictions in Word, please add joins if using in pupil books

C   look   👆   a.b.c   A

C   look   FS   a.b.c   A