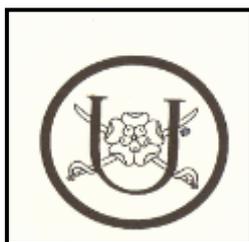


# Underhill School



## Teaching and Learning

### Rationale

- Underhill School is committed to providing and promoting an effective teaching and learning environment. In order to meet the needs of the children in the school, it is necessary to plan carefully structured programmes of work and activities including homework. Ensuring that there is a consistent approach to feedback and marking across the school.

### Purposes

- To ensure that every child has equal opportunity to access the curriculum.
- To provide consistency, continuity and progression in learning and teaching, through careful planning following the school's guidelines.
- To encourage practice which enables children to develop their individuality and fulfil their potential.
- To encourage practice which enables children to be independent, autonomous and co-operative learners.
- To ensure that teaching and learning is varied, stimulating and enjoyable.
- To encourage pupils to recognise and select appropriate methods.
- To extend teachers' repertoire of approaches and be flexible in their implementation.
- To encourage staff to reflect upon, evaluate, share and develop their practice.
- To maintain a consistent approach to feedback and marking across the school.
- To ensure marking is purposeful and focused.
- To share class work with others
- To stimulate interest in subjects
- To provide subject knowledge for children
- To provide information to school visitors
- To celebrate Underhill's involvement in the wider community

This policy should be read in conjunction with the attached guidelines (Teaching and Learning, Planning, Marking, Presentation, Homework, Display).

## **Guidelines**

### **Teaching and Learning**

#### **1. Considerations to ensure that every child has equal opportunity to access the curriculum.**

- a) Awareness of different barriers within a group i.e. physical disabilities (hearing, sight etc.), special needs.
- b) Awareness of different languages within the classroom.  
Make sure children can hear/see what is going on – seated appropriately.
- c) Be aware of different types of learning and use a combination of teaching methods to address this.
- d) Planning should reflect the needs of different children within the group.
- e) Appropriate resources should be ready and differentiated to match the needs of the children.
- f) Careful records should be kept so that the children can be moved on.
- g) Staff should share ideas when work has gone well and support each other when things have not.
- h) Consider carefully the role of support teachers/welfare and how they can be used to support children in the best possible way.

#### **2. To provide consistency, continuity and progression in teaching and learning**

- a) Make sure all strategies (i.e. literacy and numeracy) and other guidelines agreed upon are being followed by each year group/class.
- b) Monitor carefully work covered and revisit areas where needed
- c) Make sure there is a whole school overview of the year so that there is no unnecessary repetition.
- d) Half termly jigsaws are completed
- e) Make sure agreed whole school systems are in place and are being used by everybody:
  - i.e. marking policy, reward systems, homework
- f) SPTO to be kept up to date
- g) There are meetings between new teachers; special needs staff and support staff to pass on information.

#### **3. To encourage practice which enables children to develop their individuality and fulfil their potential.**

- a) Learning environment:
  - Clear targets
  - Regular and constructive feedback.
  - Differentiated tasks.
  - Access to appropriate resources.
  - Well organized room and lessons to maximise learning opportunities.
- b) Teaching repertoire:
  - Assessing and monitoring progress to inform future planning targets.
  - Ensuring parents are aware of expectations for their child.
  - Presenting a good role model and modelling expectations.
  - Developing positive attitudes and self-esteem so children feel able to achieve their potential, i.e. regular praise, certificates, rewards etc.

c) Pupils' Learning:

- Provide opportunities so there are varied learning experiences, e.g. kinesthetic, visual etc.

**4. Practice ensures that children are able to be autonomous, independent and co-operative learners.**

- Vary groupings so independent tasks encourage children to take responsibility for their own learning
- Plan and provide appropriate resources for open ended tasks to develop autonomy and problem solving skills.
- Developing co-operative skills e.g. through circle time, P.E. challenges, turn taking games, etc.
- Provide appropriate resources to facilitate independent group work
- Clear expectations of a task, through explanation and opportunities for questions.
- Homework – clear expectations about deadline and purpose of piece – is it meaningful?

**5. To ensure that teaching and learning is varied, stimulating and enjoyable.**

- The use of displays by teachers and pupils.
- Full use of teaching repertoire – varied styles, practical, individual, group work.
- The use of a variety of media.
- High expectations of pupils.

**6. To encourage pupils to recognise and select appropriate methods to complete a task.**

- Teacher modelling.
- Opportunities for first hand experience using a variety of media.
- Encourage independent learning from the outset.
- Discussion of the reasons for choice of methods.
- Readily available and clearly labeled resources to encourage independence and problem solving.

**7. Extend teacher's repertoire of approaches and be flexible in their implementation.**

Value all pupils

- Monitor display/resources to ensure equality issues are addressed and stereotypes challenged.
- Value range of abilities.

Awareness of model of learning they are presenting

- Well prepared, appropriate activities.
- Use of visual, aural, kinesthetic characteristics.
- Use of clear language, appropriate attitudes.

Well timed interventions to promote quality of learning

- Maintain pace and rigour.
- Provide exemplars.
- Consolidate learning.

Be clear on skills, knowledge, concepts and attitudes

- Know and understand the requirements of the National Curriculum/EYFS curriculum.
- Have clear learning objectives for each lesson and share them with the children (WALT & WILF).
- Know age-related targets and relate to pupils' abilities.

Deploy effective questioning techniques

- Use open ended questions to encourage independent thinking
- Allow sufficient time for children to respond
- Ensure that all contributions are valued

Engage differentiated learning tasks

- Engage pupils in collaborative tasks – use a variety of grouping strategies.
- Set clear goals, intervene when necessary.
- In EYFS use observations during child initiated activities to monitor level of individual children's ability/understanding.

Distribute time equally between pupils

- Move between pupils during session.
- In planning identify the teacher and teaching assistant groups.
- Organize the classroom so children can manage their own work.
- Promote independence.
- Use support staff in a professional, structured way.

**8. To encourage staff to reflect upon, evaluate, share and develop their practice.**

Form positive relationships as part of a team

- Plan collaboratively, offer and accept support.
- Value the monitoring process, be reflective.
- Be innovative, accept responsibility

## **Planning**

1. Prior to the start of each academic year an outline plan of each year group's work should be discussed and agreed upon by SLT.
2. Year group leaders are to complete the half termly topic jigsaws at the beginning of each half term outlining what is to be taught that year and strategies that the parents can use to support their children.
3. Each half term the Year groups will plan how subjects will be blocked and complete an overview, which is to be kept on the staff drive. For each subject the overview should include the strands met from the NC 2014.
4. Year group teachers should plan a Literacy and Mathematics overview on a 'unit basis'. These should also be saved on the school intranet in the appropriate folders for coordinators to access.
5. All English and Maths plans/overviews must be differentiated to meet the needs of all children in your class.
6. All resources should be adapted to meet the needs of all the children in individual classes.
7. Children who do not meet WALTERS are to be identified on 1-1 catch up target sheets.
8. Children who are assessed as emerging should be identified on Key skills catch up and activities planned for.

## **EYFS**

1. Practitioners will assess and record children's stages of development through observations within the first 2 weeks of them joining Reception/Nursery. (Baseline assessment)
2. Assessment through observations will be ongoing and will inform both weekly and daily planning.
3. Planning will be done using the learning objectives within 'Development Matters in the EYFS'.
4. Planning will be based around the developmental needs of individuals/groups of children.
5. Phonics planning and some planning for group sessions will be done on a weekly basis and will be word processed and saved electronically.
6. Planning for the needs of individuals and small groups will take place on a daily basis and will be hand written onto the word processed plans. Hard copies of these will be saved in the planning folder.

## **Feedback**

1. The overall aim of any feedback is to **improve the child's work**.
2. Children have an entitlement to an acknowledgment of the work that they do in school, whether it be verbal or written.
3. In order to be valuable it must be consistent and responded to by the child, where appropriate, verbal or written, to ensure a clear understanding. This will enable pupils to learn and gain pride from their work, therefore helping to raise their self-esteem.
4. Lesson objectives and targets are the focus of children's work, so should be the focus of the feedback.
5. Marking must be clear, concise and informative. Handwriting and presentation needs to be modelled by the person who is marking the work.
6. Comments should be positive and constructive, showing respect for the child's work.
7. Marking has to promote pupil progression. Children should be given time to respond to comments made through discussion or a written entry below the teacher's marking.
8. Marking can act as a memory jogger for formative assessment: where the child is applying a new skill and may look like they are regressing.

### **How and when do we feedback?**

- Marking is to be done in any colour but not blue or black.
- Wherever possible marking should take place with the children present, e.g. focus groups. In this instance the teacher should stamp V.F (verbal feedback) by the children's work and this is to be initialed by the child. If this is not possible work should be marked as soon as possible after an activity is completed.
- Children's work should be marked as quickly as possible after the activity, **not later than a week** from when it took place.
- Basic grammar and punctuation is expected as part of all written work and therefore should be addressed when marking, even when it is not the focus of the lesson
- Marking/Feedback should refer to the learning objective.
- All pieces of a child's work must have some form of teacher acknowledgment, e.g. house - points, stickers, rewards, short comment, initials.
- All age related high frequency words should be corrected, unless not appropriate. (This does not apply within EYFS)
- The children themselves can be the first markers of work (peer / self assessment).
- Children to use the self-reflection system (verbal or smiley faces where appropriate) in Maths
- Praise success briefly and with purpose eg great use of simile NOT great writing as this is not focused
- For children who may have difficulty in accessing teachers' comments or marking, then alternative methods of producing feedback can be provided. This may include verbal feedback, smiley faces, tick charts and/or stickers. This will be appropriate to the needs of the child.

### **When marking or feeding back consider:**

- Informing children about their success in meeting WALT
- Indicate how effectively they have used the WILF
- Give children guidance about how to improve their work
- Involve children in both self and peer assessment
- Develop children's ability to recognise features of quality work so that they can apply it in future tasks

### **Self marking/Peer marking**

- Children should self/peer evaluate wherever possible. Children can identify their own successes against the success criteria and look for improvement points. The plenary can then focus on this process as a way of analysing the learning. This process needs to be taught and modelled and should only be done when the children are ready.

### **Shared marking**

- Using one/two pieces of work to mark in front of the class should be done at regular intervals because this models the marking process and teaches particular points at the same time.

### **Children working with adults**

Verbal Feedback should be given as an integral part of adult led activities and be targeted at supporting the children within the group to develop their understanding. Work is to be marked VF or GG (guided group) initialed by staff and annotated where appropriate to support the assessment process.

- 1:1 to give specific support to individuals. Marked 1:1 or supported, initialed by staff and annotated if appropriate.
- TAs working with groups should mark and initial, indicating how much support. They can give orange questions where appropriate

In KS1, where children have a balance of independent work from continuous provision and adult directed activities, the work is to be annotated with the following additional codes:

AI: Adult Initiated (where a child is directed towards a specific task)

AL: Adult Led (Guided group work)

CI: Child Initiated (where a child has produced work independently within the continuous provision)

### **Orange marking/Next steps**

This can be done with the support of an adult during catch up time or one to one with the teachers, if the child needs support. Work needs to be annotated to show this.

## **Topic books**

To show children where they have achieved the WALT, teachers highlight examples in green. If the WALT has been mostly met, the WALT itself is highlighted green. All work should have green highlighting evident.

Developmental marking, where errors or misconceptions have occurred, is given as "Orange questions". These do require a response from the child and are marked by the teacher. Orange questions may also be given to extend the learning. Developmental orange marking is used where appropriate.

## **Writing books**

Every half term at least 2 pieces of writing are to be completed in the writing books, in Year 1 this is to be built up to 2 pieces. These are to be marked as above (green/orange). Edited work is to be completed below the edited comment and the teacher is to mark the edited work to ensure it is improved. This may be done verbally in the KS1, where appropriate.

The developmental marking must direct the child to:

- Correct basic repeated errors (i.e punctuation/tenses/grammar)
- Include parts of the WILF not met
- Include more detail in the writing that they have already done

If all the WILF has been met then orange question may be used to ask children to continue or complete the work but on the whole it should be used to improve what has already been written.

## **Maths books**

Maths books are to be marked by teachers using ticks and 'dots' for errors (not crosses). Teachers need to comment on children's work which is to include developmental areas. These are to address misconceptions or to extend children's learning (the word challenge to be written to identify extended activities). These areas, where the children are expected to carry out work, are to be highlighted with orange. Developmental marking needs to be evident where applicable with a minimum of at least once a week.

## **Marking on Tapestry in EYFS**

- Use of development matters language
- Balance of child-initiated and adult initiated activities, which demonstrate achievements and progress across all aspects of the curriculum.
- To be updated regularly with each child having at least one short observation per week and one longer observation per half term published to Tapestry.
- Observations uploaded by parents to be acknowledged by the teacher or key worker
- Next steps to given where appropriate on short observations and on every longer observation to inform planning.

## **Marking on Tapestry in Year 1**

(Tapestry is used in Y1 to gather photographic and video evidence of children learning in continuous and enhanced provision, and in practical activities. It does not replace the use of Topic, Assessment and Maths books.)

- Balance of child-initiated and adult initiated activities, which demonstrate achievements and progress across all aspects of the curriculum.
- To be updated regularly with each child having at least three short observations per week with next steps where appropriate
- Observations uploaded by parents to be acknowledged by teacher.
- Objectives ticked in Tapestry to support evidence for SPTO.

## **Presentation of Work/Books**

- 1) Teachers are responsible for ensuring a high standard of presentation in all books. Children who do not meet these expectations, at their level, can be asked to repeat their work. Pages are not to be torn from books, children are to have the opportunity to learn from their mistakes and celebrate their improvements.
- 2) Write the date on the top line (Long for English (when appropriate)/ Short for Maths), stickers to be used where appropriate.
- 3) On the next line write the WALT, in child friendly terms and appropriate to Year group ('WALT' should be written in the margin) stickers to be used where appropriate.
- 4) Both the date and WALT should be underlined with a ruler. Any straight lines have to be drawn with a ruler.
- 5) Leave a line before work is written.
- 6) All handwriting should follow the school guidelines and should be joined where appropriate.
- 7) In KS2 pens should be used, where applicable. Children are **NOT** to swap between pens and pencils. Once children have received their pen license then they must always write in pen.
- 8) Numbered work should have the numbers in the margin.
- 9) In Maths (in Years 5 and 6 and where applicable in other years) fold the page lengthways so that the 2 halves can be used and a margin should be re-drawn.
- 10) I can targets for Maths to be put at the beginning of a unit and annotated at the end.
- 11) You must have evidence of developmental marking in all subjects where applicable.
- 12) Marking must not be blue, black or red.
- 13) In Maths, answers should not be crossed, put a dot by them.

## **Homework**

Every child is expected to read at home for at least 10 minutes a day and times tables are to be practiced frequently too.

Cross curricular homework is given out to each year group on a half termly basis. The children are to be given a range of activities across different curriculum areas and are asked to complete at least one from each area per half term. Work can be brought in as it

is completed and it is to be celebrated in class. In addition to this, children are given homework to complete prior to a new half termly topic, giving them an opportunity to find out about their topic before the learning starts in school. There are also questions attached to this homework which they can discuss with people at home.

From the Summer term in Year 5, children are given weekly Maths homework alongside English homework to support and prepare them for Secondary School.

## **Display**

1. Each teacher is responsible for the display within their classroom, and a section of wall in the corridors.
2. The shared area displays are changed each term and linked by a curriculum area. The date of this will be shown on the whole school calendar.
3. Classrooms will contain permanent display aspects, such as a reading corner, a topic display which shows the learning journey and includes an English working wall (including VCOP, writing features), a Mathematics working wall, a values/ethos display, an information board (class monitors, line order, split list, timetable, groups), Golden Rules and House Points. All these displays need to reflect current learning.
4. All displays are titled and a 'blurb' of the learning intention is given. In the shared areas a label indicating the relevant class from which the work originates is also evident.
5. Displays throughout the school are to be a mixture of 2D and 3D work. In relation to 3D work, each teacher has surfaces suitable for display within their classrooms and/or immediately outside them (e.g. to display models or make experiment tables).
6. Displays are to be interactive. This may take the form of posing questions, such as "Which of these (objects) will float?" ("Forces"). Additionally displays can be "hands-on", for example, with the use of experiment tables and books. An interesting selection of books will compliment work, possible positioned on tables or book stands both inside and outside the classroom area.
7. No drawing pins to be used in final display.
8. Children's names must be acknowledged.
9. Avoid overload of work as well as 'sparsity'

## **Display in EYFS**

1. Each teacher is responsible for the displays within their classroom.
2. Classrooms will contain permanent display aspects, such as a reading corner, English area (including phonemes/tricky words/ topic based words etc.) and a Mathematics area.

3. Displays should feature children's own work or photos of children involved in activities.
4. Displays should be interactive and accessible to all children.
5. Displays should be titled and the learning intention should be clear in the form of written explanations by adults or written/ recorded explanations by children.

## **THE USE OF LANGUAGES OTHER THAN ENGLISH**

In order to encourage awareness that there is a diversity of language worldwide, where appropriate, displays should include detail/translations in languages other than English. Furthermore, in classrooms containing children whose first language is not English, display details may incorporate the primary language of the child/children in question.

The EMAG co-ordinator will be responsible for ordering labels and distributing these across the school. They will also monitor the environment to ensure that it is reflective of our multi cultural school