



The aim of the Horsford Primary School is to create a caring, Christian community, where a lifelong love of learning is fostered and uniqueness is valued. Our aspiration is that everyone be inspired to achieve their full potential in every aspect in their lives, enabling a confident and positive response to a challenging and ever changing world.

### **Aim**

Children learn through their total experience, every moment they are in school plays a part in their education. This policy has been developed by staff to ensure our school creates an effective and well-managed learning environment in which the needs of each child can be met.

As a staff we aim to create an environment in which children can experience the joy of learning, be valued as important members of the school and belong to a community which celebrates achievement and effort. We seek to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. We believe that children learn best when they:

- are happy, interested and motivated
- achieve success through stimulating tasks which challenge their ability
- clearly understand the task
- are aware of the learning they are doing and how they can improve to get to the next step.
- are confident, feel secure and are aware of boundaries

### Teaching and Learning

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a being offered the chance to explore a variety of experiences. Children need to understand what the outcome of their learning is, and what steps they need to take in order to get there. The learning needs to be purposeful and relate to Early Years Foundation Stage and National Curriculum objectives.

In class, teachers will plan lessons which are fun and engaging, incorporating opportunities for all styles of learning. The children will be encouraged to work independently with a clear understanding of what is expected for them to achieve. Teachers will support the learning and move it on through assessment during lessons and marking work and giving feedback.

## **Lessons**

All staff agree that the following is a list of essential ingredients for every lesson.

Learning Objective and Outcomes shared with the children.

Differentiation (Using three levels of challenge)

Opportunities for assessment (see assessment below)

No hands up (except to ask a question)

Input maximum of 15 mins.

Good pace of learning

High expectations of learning

Higher level questioning (Blooms)

Partner Talk

Practical activities and purpose for learning

## **Engaging Students**

For us, providing hands on experiences and purpose for learning is necessary and a significant element in children's learning. Children are active learners who use their hands, eyes, ears and their whole bodies to explore the world. We seek to offer as many opportunities for learning through direct experience as is possible.

When planning we aim to join up areas of learning in a harmonious way. We have developed a whole school curriculum which outlines a thematic approach to teaching and give children the opportunities to deepen their learning by providing links between different areas within the National Curriculum. We start by asking what they already know about the theme and what they would you like to find out, giving the children some ownership of their learning paths.

We believe in the power of immersion and plan to provide an educational visit or visitor for each theme. This will either give the children a hook for their learning or provide a real purpose for learning to work towards during their theme.

## **Classroom Culture**

We recognise the importance the environment has on the impact of children's learning. Within each class there is an ethos that works alongside the physical space to create a safe, positive and caring environment for children to be confident to have a go, make mistakes and ultimately learn within. To ensure this, teachers provide children with the opportunities to:

learn individually, in groups and as a class

make decisions

learn co-operatively

solve problems

develop opinions

be creative

discuss their ideas

develop social skills

develop independence

use initiative

celebrate achievement

achieve academically

## **The Physical Environment**

The physical environment makes learning easy to access. Children feel safe and are enabled to be independent learners with resources appropriately organised to encourage independent use. Teachers are responsible for their own classrooms and ensure the environment is;

challenging and stimulating, well organised, well resourced, accessible, welcoming

## **Display**

Displays provide information, celebrate achievement, reflect work done and look forward to work to be covered. They are used to create an attractive and interesting environment. The work displayed includes both 2D and 3D work in a variety of media and are changed regularly. They include different aspects of the curriculum and reflect the individual child's efforts as well as ability. Some displays stimulate discussion and can be accompanied by children's questions and answers. Displays in shared areas reflect work done in the classroom, and school focuses making them available to a wider audience.

## **Assessment and Feedback**

Assessment is an integral part of every lesson. Teachers will be constantly assessing the learning the children are doing and adapting their teaching accordingly. They could do this through a variety of methods.

Questioning – Teachers will have planned questions to ask in each lesson to ensure the children are making progress. These questions are planned using Blooms Taxonomy as a tool to support higher order questioning and ensure that children are deepening their understanding throughout the lesson/week.

Self Assessment – Teachers will offer opportunities throughout the lesson for children to show how they feel about the learning they are doing. This gives the teacher an indication as to who they need to work with or target support.

Peer Assessment – Teachers will offer the children the opportunity to look at one another's work. All children will be taught to look at their peers work and offer comments both positive and constructive therefore building a culture of celebration and support within the classroom.

Marking and Feedback (see appendix 1) – Teachers will mark work completed either while they are working with specific children or after the lesson. They will provide feedback and time for children to go back and respond using a green pen to show that next steps have been addressed and met.

Alongside the formative assessment taking place daily in lessons, teachers complete termly assessments to track the progress of the children in their class and report this to the Leadership Team. The school follows the Nebula Partnership guidelines for assessment. In EYFS the baseline assessment is completed and reported as required to the Local Authority, then throughout the year the children's progress towards the Early Learning Goals is tracked. In KS1 the children teachers track the progress of the children against the National Curriculum objectives. At the end of Year 2 the children complete the SATs. In KS2 the children complete reading and maths assessment papers and are given a writing task to complete half termly. At the end of Year 6 the children complete the SATs.

Each term children's achievements are reported to parents and discussed with the child through assertive mentoring appointments. At the end of the year a summative assessment document is sent home to parents.

## **Behavioural Expectations**

Teachers have high expectations of behaviour in class in order to create the optimum learning environment. The school has a positive ethos and celebrates high effort in work and behaviour. We have a variety of strategies set up within the school to celebrate the children, including: house-points, merits, class rewards and celebration certificates. We aim that these strategies will encourage the children to strive to be the best they can be. Should behaviour be an issue within a lesson or outside during playtimes there are clear guidelines for sanctions set in our behaviour policy.

## **Equal Opportunities**

We seek to offer a broad and balanced curriculum, a high quality language environment which supports the development of cultural and personal identities, for preparation for participation in a culturally and ethnically diverse society. It is the professional responsibility of all staff to foster respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to children whose first language is not English. For further details see our Equal Opportunities Policy.

## **Parents**

Parents are encouraged to support their children's learning. A Home School Agreement is entered into at the beginning of their child's school career. We inform parents about what and how their children are learning by:

- sending information at the beginning of each theme/enquiry;
- sending home 'talking homework' before each Big Write – KS2 don't do this!!
- providing an annual written report;t; are we still doing this in this way??
- offering an opportunity each term to discuss at progress through assertive mentoring;
- holding information sessions on different curriculum areas;
- regular exhibitions of children's work; ???
- sharing children's work at class assemblies;

We expect that parents will:

- fulfil the requirements set out in the Home/School Agreement
- promote a positive attitude towards school and learning
- inform us if there are matters outside the school that are likely to affect their child
- ensure that their child has the best attendance record possible

## **Governors**

It is the Governors' role to monitor and review the policy and its practice through:

- visits to oversee the delivery of their scheduled subject
- reporting to the Head Teacher and other teachers
- reporting to the School Effectiveness Committee
- reporting to the Full Governing Body

## **Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

September 2018

Review: September 2019



The aim of the Horsford Federation of Schools is to create a caring Christian community where a lifelong love of learning is fostered and uniqueness is valued. Our aspiration is that everyone be inspired to achieve their full potential in every aspect of their lives, enabling a confident and positive response to a challenging and ever-changing world.

**Courage**

**Responsibility**

**Compassion**

We firmly believe that learning is well supported when children are aware of what they are trying to achieve in particular pieces of work (success criteria) and when through careful marking, they have a clear picture about what they have achieved and how they might improve. We also feel it is essential that children are taught the skills of self-assessment and have opportunities to reflect upon their work so that they develop both self awareness and motivation.

**Aims**

To have a consistent approach to marking, feedback and presentation across the school which is based on high expectations

To ensure our practice reflects the developmental stage of the child and enhances their confidence and self esteem.

To improve the quality of children's work.

To demonstrate our confidence that every child has the potential to improve

To celebrate effort and learning

To encourage reflection on learning that contributes positively to higher standards.

**Principles of Effective Marking and Feedback**

It has to

be manageable.

encourage and reward effort and progress.

help parents understand the strengths and weaknesses in their children's work

show children what they need to do to improve their work

respond to individual learning needs

inform future planning and individual target setting

involve children in the process

Research has shown that immediate feedback is the most effective and is therefore more likely to be verbal rather than written.

Individual verbal feedback is useful when the feedback would be too much to write or for the child to comprehend. It is used when the work is well below expectation and talking provides a more sensitive approach. It will be indicated on the piece of work by the symbol VF. Work completed by a child as a result of this conversation will be done in green pen.

Whole class verbal feedback takes place at the end of a session, talking about answers, discussing and reviewing learning and any misconceptions. It can also be used during the session as a 'pit stop' to review, recap, address misconceptions and move learning forward.

Work that has simply been ticked and marked with a VF (or stamped) indicates that sufficient oral feedback has been given.

Written feedback will be in line with the principles set out below. The written comment must celebrate an aspect of the work and give a clear next step. Where written feedback is given, time will be made available for children to read the comments (or have them read to them) and act upon them using green pen.

### **Presentation**

We feel it is important to encourage the children to take pride in all that they do. We have agreed the following principles:

Work will always be dated.

Editing will be used to ensure children improve aspects of their work.

Work that does not meet the non-negotiable checklist will be returned to the child, this will encourage children to always produce the best that they can.

Written work will have a high profile around the school, showing the value of good presentation.

It is important that staff show their appreciation of the children's efforts by displaying their work in the public areas of school in such a way that reflects a celebration of their achievement and makes a statement about the standards expected.

### **Marking code**

#### **In Foundation Stage**

Teacher initial

Dated

VF to show feedback given

Tick if objective met

Next step recorded on AFL sheet

#### **In KS1**

Teacher initial

VF to show feedback given if not written

Tick on grid objective met

Support given identified by T for teacher supported, TA for TA supported or I for independent work.

Celebration identified

Next step recorded on work

Next step addressed by child using green pen

Green pen correction will be used when children have not met the LO or to address subject specific vocabulary.

In maths work, green pen correction will be used when children have not met the LO, or, if achieved, then deeper learning challenges will be set.

Every long piece of written work in English and all foundation subjects to be marked using yellow box marking and/or green pen correction.

Minimum of one English and one Maths written feedback per week

## **In KS2**

VF to show feedback given if not written

Tick to show objective met

Support given identified by T for teacher supported, TA for TA supported or I for independent work.

Celebration identified

Next step recorded on work

Next step addressed by child using green pen

Green pen correction will be used when children have not met the LO or to address subject specific vocabulary.

In maths work, green pen correction will be used when children have not met the LO, or, if achieved, then deeper learning challenges will be set.

Every long piece of written work in English and all foundation subjects to be marked using yellow box marking and/or green pen correction.

Minimum of one English and one Maths written feedback per week

## **Presentation**

In Reception my work should...

Have my name on it

Have letters that are written correctly

In KS1 (year 1) my work should .....

Have letters on the line

Write the day in English

Have the short date for all work

Have capital letters, full stops, exclamation marks and question marks for my sentences

Have a capital I not i when writing about myself

Have numbers written correctly

Show pride and care and be free from graffiti

Have mistakes crossed out with a single line

In year 2 my work should

Have a title and date on all work and make sure they are underlined

Have the long date for English work

Have commas and apostrophes used in lists

Have the short date for all other work

Have a capital letter for proper nouns

Have some joined up letters

Use a ruler to draw tables, graphs, labels etc

Have tricky words spelled correctly up to phase 6

In years 3 and 4 my work should also....

Have year 3 & 4 common exception words spelled correctly

Have speech marks used correctly

Have apostrophes used correctly – e.g. not for plurals

Have all writing joined, neat and readable

Have clear paragraphs

Set out maths work neatly, clearly using correctly sized numbers

In years 5 & 6 my work should also....

Have paragraphs marked with an indent

Correct use of brackets

Have handwriting that is in a personal style and neat

Have all punctuation used accurately

Be neat and well presented in all subjects without being reminded

September 2018

Review September 2019