



# Great Bedwyn CE Primary School

## Teaching for Learning policy

Policy adopted: February 2021

Review date: February 2022

Review body: Principal and staff

**Vision Statement:** Together may we give our children – roots to grow and wings to fly.

**Our mission** is to deliver a high-quality education to all children by providing teaching that:

Will enable children to:

- Acquire the skills, knowledge, and attitude to promote a life-long love of learning through an inspiring curriculum
- Embrace the spiritual values to foster respect, to have a sense of belonging and thrive in a caring environment, the wider community and become responsible global citizens.
- Develop social and emotional skills and to understand what it is to be healthy in body, mind, and spirit.

### **Great Bedwyn CE School Teaching for Learning Policy**

This policy is designed to...

- *Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school*
- *Promote consistency of approach and expectations, continuity, and progression to improve the quality of teaching for learning*
- *Recognise, acknowledge, and implement the most effective classroom practices, to further children's learning intellectually, socially, emotionally, and physically*

#### **Guiding Principles**

A mastery approach is adopted across the curriculum

Key vocabulary is taught and used

Regular and effective feedback leads to more rapid progress

Learning is retained when delivered through meaningful contexts

Assessment for learning will be a continuous process

Assessment of learning will demonstrate understanding at the end of the learning journey.

## **Identifying the Intent of all Learning**

### **Curriculum Design**

Our aim is to provide access to all children offering a broad and balanced curriculum which is ambitious, engaging and presents a range of learning opportunities, rich first-hand experiences, and challenge. It is based on an understanding of how learning takes place, and it also promotes the enjoyment of learning knowledge and skills essential for lifelong learning.

The curriculum ensures each child's learning journey is coherent and progressive, with learning being linked across subjects and experiences, and connections made across year groups.

Learning for Science, History, and Geography is blocked to allow learning at a deeper level. These areas of the curriculum are blocked and taught over two terms. Core subjects, PE (Physical Education), and PSHE/RSE are taught weekly, and RE, Computing, Classics, and Art and Design are taught on a fortnightly cycle. (See appendices for Eng', Maths, RE PSHE/RSE and Computing guidance)

### **Quality of learning**

At Great Bedwyn we believe all children should have the opportunity to be challenged in their learning. Therefore, we take a mastery approach for all, except for children working two years or more below their chronological age. Children are challenged through:

- deeper level questioning
- resources
- success criteria
- groupings
- level of support

## **Implementing the Learning**

### **Pedagogical Approach**

We ensure that there is consistent Quality First Teaching and all LSAs (Learning Support Assistants) are provided with the necessary CPD (Continuous Professional Development) to ensure that they can support learning. We recognise that children learn in many ways so adapt our pedagogical approach to ensure all learners make progress. We use a range of strategies, including:

- Small groups, whole class, paired and individual learning
- Daily pre/post learning
- Modelling the learning
- Learning from mistakes
- The use of a WAGOLL
- Scaffolded learning
- Talk partners

At Great Bedwyn School we believe that children learn best and respond appropriately when asked, '**Are you ready to learn?**' at which time they can draw upon taught strategies. Developing meta-cognition strategies empowers children to take ownership and control of their learning. The motivation to learn is an essential part of the process.

## **Optimum learning environment**

The learning environment reflects the ethos that any space is a learning space. We ensure that:

- Classrooms are welcoming and safe
- Classrooms are orderly and well-signposted so that all children can access resources independently
- There is a 'live' working wall for numeracy and literacy
- Visual timetables are accessible
- The displays are low arousal to ensure focus remains on the learning
- There are few distractions around the whiteboard, including the teacher's desk
- Classroom displays at the back of the class stimulate pupil interest and intrigue, are a celebration of learning and link to various curriculum areas of the current learning throughout the year
- Christian values are celebrated through a dedicated display area that will include a cross, the school prayer, and the value of the term, the bible quote for the term and some key questions and/or reflections from the children.
- Noise is purposeful and conducive to learning
- Outdoor learning spaces are used purposefully to develop learning opportunities

## **The Role of the Parent**

We believe that parental support is fundamental in the way children learn. We inform parents of the termly learning through the Learning Journey Overview, and in foundation subjects each term (Knowledge Organisers). We ensure the school website has the latest information for all core subjects so that every parent knows what their child is learning. We expect children to be supported with their reading, learning number facts and the development of greater thinking skills.

We believe parents should take responsibility for their child's attendance, uniform, health, and behaviour so that they are in a composed state of readiness to learn during the school day.

## **Monitoring the Impact of Learning**

There is a high expectation for learning across all year groups, and Pupil Premium and SEND children are appropriately supported to work well to achieve desired outcomes. The impact for all children is measured through a range of assessment opportunities throughout the year by the class teacher, subject leaders, and the leadership team.

### **Assessment for Learning – Formative**

Formative assessment informs future planning and more effective teaching. It ensures the teacher can be flexible in their response to children's needs, and explicitly share next steps and address misconceptions so all children recognise success and ways to improve. All formative assessment and feedback strategies will be manageable, meaningful and motivating. (See appendices for presentation guidance)

### **Verbal Formative Assessment and Feedback**

- Learning objectives clearly shared and assessed during lesson
- One to one discussion with a pupil
- Adult supported group work
- Through mini plenary/plenary opportunities where pupil work may be shared. This may be with specific groups or with the whole class.
- Peer discussion
- Children or adults summarising current learning
- Use of the visualiser
- Use of individual whiteboards

- ‘Doodle it’ activities
- Exit slips/ I have learnt sentences in a variety of forms
- Use of thumbs/ actions to demonstrate learning
- Use of learning partners/ talk partners
- Child teaching peers/ other year groups

Verbal feedback will ensure pupils are clear about what specific aspects of their work have been done well and will be used as an opportunity to identify with a pupil how they could further improve their work. SEND and Pupil Premium children will have support to respond to feedback, if appropriate.

### **Written Formative Assessment and Feedback**

- Formative written assessment will be written in orange. This will be done alongside the child during the lesson or during the pre/post learning session.
- In written work, the orange written assessment could include the use of the codes- // = new paragraph needed, Sp = incorrect spelling for pupil to correct, P = punctuation missing
- Maths' work will be marked alongside children or by children during the lesson or during the pre/post learning sessions. Formative assessment tasks in maths could include completing a slightly more challenging calculation, a task that requires the pupil to apply their knowledge (eg presenting the same maths in a slightly different way), is something true or false, explain, always, sometimes, never
- Children will be taught and encouraged to develop the skills of giving and receiving feedback between themselves thus seeing themselves as a learning resource for one another. Pupils will edit or improve their work and the work of others, and this should be done using a purple pen so that it clearly stands out from the rest of their work.
- Ongoing record keeping evidence will be on planning sheets and updated SEN (Special Educational Needs) proformas as applicable
- At the end of every English and Maths lesson pupils will be expected to use a traffic light colour code to indicate their level of confidence and understanding during that lesson. This will be used to inform the post learning sessions.

### **Assessment of Learning – Summative**

Summative Assessments identify what a child has learnt at the end of the learning journey. This informs future planning across the school year, year groups and Key Stages. Summative assessments are reviewed during pupil progress meetings and reported to parents annually.

A range of Summative Assessments used at Great Bedwyn CE School include:

- Subject essays, two page spreads, investigative reports -termly
- End of term quizzes - termly
- SATs (Standard Assessment Tests) in Year 2 and 6
- Multiplication tests in Year 4
- Phonics screening in Year 1
- NFER gaps analysis annually (Dec’)
- NFER summative assessments (end of year June)

Please read in conjunction with:

Behaviour Policy

EYFS (Early Years Foundation Stage) Policy

## Appendix

### **Presentation Guidance**

#### **English:**

Each piece of work will be given a title. The title will be the Learning Objective and the work will be dated and set out as below....

Thursday 8<sup>th</sup> September 2021

LO: To write a newspaper report

Any errors should have a single line drawn through them and the correct word written next to or above it in purple.

#### **Mathematics**

All maths work to be done in pencil

Each digit should have its own square

All straight lines to be drawn with a ruler

All work to have a title which will be the learning objective and the short date. It will be set out as below....

8.09.21

LO: to solve word problems

#### **General**

All work to be dated (at least with the short date) and have a learning objective

Diagrams or pictures (including Story Mountains) should always be drawn in pencil.

Where pupils use lines in diagrams, charts etc these must be drawn with a ruler

## The teaching of English at Great Bedwyn School 2020/2021

At Great Bedwyn Primary School, our aim is to provide all of our children access to a broad and balanced curriculum which is ambitious, engaging and provides a range of learning opportunities, rich first-hand experiences and challenge. We will ensure children will develop a life-long love of learning. The curriculum ensures each child's learning journey is coherent and progressive, with learning being linked across subjects and experiences, and connections made across year groups.

We believe that the Literacy curriculum prepares all pupils to lead an enriched, fulfilling life by promoting high standards of language and literacy and teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading and literature so they can participate fully in the world around them

We aim for our pupils to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style creatively in and for a range of contexts, purposes and audiences
- Be competent in the arts of speaking and listening and use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

***“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”*** Dr Seuss

A **daily English lesson (40-60mins)** that is based on the [English Skills Progression Map](#) .

A regular **phonics/spelling lesson (10-30 mins)** that is based on the 'Little Wandle Letters and Sounds revised' phonics scheme, cued articulation and resources from Jane Considine 'The Spelling Book' programme.

[Great Bedwyn School phonics and Spelling Teaching](#)

[Overview Phonics Teaching in Great Bedwyn Reception](#)

**Daily or weekly individual/group reading** based on the approach and [VIPERS](#) resources.

All teachers should be planning from the [English Skills Progression Map](#) and the [Whole School Overview of writing Genres](#) weekly.

Teachers are required to keep a clear record of their coverage of each unit in the orange planning folder/Share Point.

**Planning folders should contain:**

- MTP week by week suggested coverage clearly dated and annotated.
- Planning sheet for additional to/different from that clearly shows SEN/PP/Post learning misconceptions/GD extensions
- Any extra resources/activity sheets
- Any GAP analysis of individual's areas of need
- Please save any notebooks/IA flipcharts to the English folder in each class's planning folders on Share Point.

## The teaching of Maths at Great Bedwyn School 2020/2021

The intent of our mathematics curriculum is to provide a mastery curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative and engaging and aligned with the nationally recognised White Rose Maths scheme and enriched with support from NCETM support materials. We want children to make rich connections across mathematical ideas through using manipulatives and models and images in every lesson to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects.

We want our pupils to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have an ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

***“Go down deep enough into anything and you will find mathematics”***

Dean Schlicter

***“The study of mathematics, like the Nile, begins in minuteness but ends in magnificence”*** Charles Caleb Colton

A **daily maths lesson (40-60 mins)** that is based on the approach and resources from White Rose Maths.

A **daily 'Sticky Maths' session (10-15 mins)** to support the teaching of mental arithmetic- daily practice, chanting number facts, number bonds, times-tables, Five for Five.

All teachers should be following the **White Rose Small steps**, an approach that follows the Shanghai teaching methods of **CPA** (Concrete- Do It, Pictorial- Twist it. Abstract- Solve it). KS1- This may be over a week, resulting in a Problem of the week to solve. LKS2 at least 2/3 opportunities to solve problems each week. UKS 2- Daily problem solving.

All classes should be teaching using manipulatives, White Rose animations and pictorials and appropriate level problem solving activities.

Teachers are required to keep a clear record of their coverage of each unit in the planning folder/share point.

**Planning folders should contain:**

- LTP yearly overviews printed from White Rose
- MTP week by week suggested coverage printed from White Rose- clearly dated and annotated.
- Small steps planning for each unit printed from White Rose- clearly dated, annotated with which activities have been covered, objectives, AfL. ) **OR** original planning sheet.6
- Planning sheet for additional to/different from that clearly shows SEN/PP/Post learning misconceptions/ GD extensions.
- Any extra resources/activity sheets.
- Sticky maths coverage, week by week/termly.
- Any GAP analysis of individual's areas of need.

Please save any notebooks/IA flipcharts to the maths folder in each class's planning folders on share point.