

WEST DEAN C OF E PRIMARY SCHOOL

TEACHING FOR LEARNING POLICY

Policy Review Information	
Reviewed and Agreed By	Head Teacher, Staff and Governors
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West Dean C. E. Primary School Teaching for Learning Policy

This policy is a guide to putting our school aims and objectives into practice.

It provides a base for a whole school approach to teaching for learning across the curriculum.

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1. Rationale

We believe that children learn best when:

- a) There is mutual trust, respect and consideration
- b) There is a supportive relationship between school, home and other agencies
- c) Parents and adults at home work in partnership with the school adults and children
- d) They are encouraged to be independent learners working cooperatively and collaboratively with the confidence to take risks and to respect and learn from their mistakes
- e) They feel a sense of ownership and responsibility for their work, their learning and for the working environment, and are aware of their individual targets and of their strengths
- f) They know why they are doing something, have the right degree of challenge and can approach tasks with confidence, building on and applying previous knowledge, understanding and skills
- g) The learning opportunities they experience excite, motivate and involve them and reflect their learning styles
- h) Both children and adults have high expectations, culminating in quality outcomes and experiences

We see ourselves as a 'learning community', where adults and children alike are continually learning, developing and acquiring new skills. Adults within the school set the example by taking responsibility for their own development and are encouraged and supported in this by the leadership in the school and by their peers.

Teachers' Planning

Long Term Planning – Long term planning is an overview of the themes of learning within school. The West Dean Long Term Curriculum Overview ensures that the children experience a wide range of learning opportunities on their journey through West Dean C.E.Primary School. It is in place to ensure coherence in the curriculum and that the National Curriculum is being delivered effectively. It is essential in ensuring that there is cross-curricular provision in place. This is important in understanding the need for children to apply their learning and make links between different skills, knowledge and understanding. This document should be read alongside each specific curriculum subject overview document. The long term curriculum overview also highlights how we use the local area and environment, trips, visits and bespoke learning activities to enhance and enrich the curriculum.

Medium Term Planning – This takes the form of both a termly topic overview, as well as learning unit overviews for individual subjects. It remains thematic and is based directly on the information from the 'Curriculum Map' or Long Term Plan. This format includes key learning and bodies of knowledge for each curriculum area. It indicates proposed teaching of skills and activities which will support the learning. The planning for foundation subjects has information about activities and outcomes that are clear, coherent and appeal to a variety of learning styles.

The content for each subject can be delivered on a weekly basis or condensed into a shorter project, as appropriate, to maximise learning. Here, we also detail the type of activities, the links with other curriculum areas particularly the links with computing, English and maths, as this is often a good way for children to apply their skills from these other curriculum areas, resulting in rich learning experiences, assessment opportunities away from the point of learning and opportunities to embed skills. For Mathematics, the White Rose Maths planning documents are the skeleton used for planning *what* to teach when and details some of *how* learning will happen. Teachers use this as a guide for MTP but are able to deviate depending on the progress made by pupils and to make effective links with other subject areas.

Our school RE curriculum is based on two complimentary teaching and learning resources: Understanding Christianity and The Emanuel Project (other World faiths and viewpoints. Please see our RE policy for further details.

PSHE and RSE are based on KAPOW Primary resources and teaching in Computing is supported with the Teach Computing curriculum planning from the National Centre for Computing Education.

In the MTP and STP, the teachers are able to adapt planning to respond to the needs of the children. This flexibility also allows us to respond to opportunities which will motivate the pupils best.

Short Term Planning – This format is predominantly for the use of the class teacher. It facilitates high standards of teaching and learning within the classroom. It should be a useful working document that allows teachers to provide an engaging curriculum in core subjects (maths and English). The planning should indicate how children can identify their next steps and challenge themselves within the curriculum. A weekly overview/timetable indicates learning intentions and details when lessons will happen. For foundation subjects, as stated above, there may be no need for weekly or lesson by lesson planning, if the MTP is detailed enough.

Teachers think very carefully and plan: the learning intentions for each lesson, what the adult roles are, how the learning will be adapted for learners of different needs, how feedback will be made effective, what resources are required, how children will be grouped and the key questions which should be asked. There is no specific format for this aspect of planning.

For **maths**, this planning is developed from the White Rose Maths resources, which support mixed age class planning. Teachers will deviate from this scheme as the children's needs dictate.

The school's calculation progressions are available to view on our website, so parents can access the correct information on how to support their child's maths learning. These progression documents are used to ensure a consistent approach to the teaching of number and the four operations. These documents detail which vocabulary, concrete resources, images and written methods are used to move children concrete, to pictorial, to abstract methods of calculating. They also model the progressions for single to complex calculations, to support all pupils (and all adults' supporting pupils) from YR to Y6.

For planning the teaching of **English**, this is largely separated into **Reading, Writing and Speaking & Listening**. **Spelling, Punctuation and Grammar** are taught within these subject areas, as we focus on children learning through investigating and learning rules, and exploring the application of these rules. Discrete lessons may be taught for specific skills, and holistic approaches are taken whenever possible.

Reading is largely taught in Book Club sessions (Guided Reading), where teachers group children according to the level of text they are able to access with adult support. Children usually read a book/text at a level slightly more challenging than they would be able to read independently, with their group. They decode, discuss and explore to understand, consider higher order skills such as inference and deduction, whilst finding out how the use of grammar and punctuation impacts on the text and the reader. This learning is organised with at least one adult-led session per week followed by independent and/or supported work which is designed to enable further exploration and consolidation of reading, and opportunities for children to have a go at writing, using the author's techniques. Planning for these sessions is carried out by careful book selection and the development of weekly key questions and follow-up activities which focus on a range of key skills and understanding.

In Apple Class (EYFS / Y1) we also teach reading skills during phonics sessions. Following RWInc, we ensure that the texts children read match their phonic ability or are texts used for a purpose other than decoding such as punctuation detectives or understanding the features of non fiction texts

Writing is closely linked to our topics and to our chosen books we read in class. Children's reading experiences are linked to their progress in writing and how, through picking the right literature, we can support and enhance children's developing skills as a writer in a meaningful and effective way.

Writing is largely taught in whole class lessons. Each class has a range of genres they teach during the one/two years. Through the use of writing success criteria, we ensure that children are clear about what a good piece of writing would look like, and are able to edit their and others' writing for improvement. This self and peer evaluation, shared understanding and the use of quality texts as exemplars are key aspects of planning and teaching writing. 'Cold' writing tasks are used appropriately, as a means of evidencing progress in independent work. Particularly as the children move through school, however, these 'cold', unsupported tasks are then used for children to edit and improve, so as not to waste valuable learning opportunities. We capture the children's independent work throughout the term, also capturing evidence of their skills in editing for improvement.

In Apple Class (EYFS / Y1) we have stand alone phonics sessions where children will write words with similar sounds taught that week as well as tricky words. We also make word banks that the children can use for their sentences. We also try to allow for some longer pieces of writing which the children come back to. The children are all taught about what sentences need as they begin to write and are reminded by our sentence song and by using writing prompt cards with visual reminders on.

We use a range of stimuli which enables children to have a good understanding of what they are writing about and the specific purpose for writing. We immerse our children in quality literature to aid their writing, drawing texts from a broad range of sources and a diverse collection of authors and origins. Wherever possible, first-hand shared experience is used to achieve this: children go on class/school visits, have visitors in school, watch video clips, listen to emotive music, respond to art work and read quality texts etc. When children write, they are enabled to evaluate their writing for improvement using a range of strategies detailed in the assessment and feedback section below.

2. Feedback to Pupils/Formative Assessment

Immediate feedback to pupils is the most effective. These methods include:

- The teacher or additional adult offers verbal and/or written feedback during a lesson, whilst working with groups or individual pupils. Children are encouraged to respond and this may be recorded in the books in writing by the pupil or teacher, depending on the age and stage of the child
- The pupil evaluates his/her own work against agreed success criteria, which the children may have been involved in designing/co-constructing with the teacher
- The pupil receives feedback from a peer or group of peers, against success criteria or with clear expectations regarding learning outcomes

Where immediate feedback is not possible, the teachers provide feedback as soon as possible, in a method appropriate to the child's age and stage. This is often achieved by '**marking**' work.

See the marking guide: Appendix 3

Objectives for Marking work

- To promote regular means of communication with pupils about their individual progress in a form that is comprehensible and able to be clearly understood by the individual pupil.
- To ensure that all children are encouraged to a higher standard of achievement.
- To develop their self-confidence and raise their self-esteem.
- To increase motivation and further effort by praising achievement.
- To value the 'effort' put in by children.
- To assist children by setting clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well the pupils understood the current work.
- To enable the teacher to make judgements about the pupil's attainment.
- To support the evidencing and explanation of progress and achievement.
- To inform planning.
- To evidence the impact of teacher input on learning, for the school and for outside agencies.

Implementation of Marking.

- Where possible marking is done with the child. Where this is not possible then the marking is ideally done before the child next uses the exercise book/sees their work.
- Children are encouraged to be "first markers" and check their work before the teacher comments or marks.
- Most marking and feedback is designed for pupils to take their next steps in learning, but these teacher comments also serve to inform other staff and parents, moderators etc about the context and level of independence of the outcomes. Visual cues and systems such as stars, wishes and question marks for praise-worthy aspects, areas to work on and extension questions : this is communicated through a Ticked Pink and Green for Growth approach. In addition to the symbols, staff will provide written formative comments, designed to enable the child to be sure about the progress they are making and how they can best improve
- Marking provides a formative assessment record and is used to inform planning.
- Marking reflects the learning intention/key aspects of the activity wherever possible.
- It is the role of the school adults to define and prioritise the type and amount of feedback, to ensure it is effective.
- *Our feedback colour coding of 'green for growth', 'tickled pink' and 'purple for polishing' will be adhered to whenever possible. We are, however, realistic and accept that there may be occasions where work is 'marked' and these colours are not available.*

Developing Children's **Writing** through Feedback

- During the writing process, school adults intervene to ensure children are 'on the right track', to encourage them to read their writing as they go along and to consider the quality rather than the amount of writing. During an 'independent writing' session, school adults will **still** intervene in the writing process for targeted pupils, unless a summative assessment is taking place.
- We expect to see some developmental feedback and response in **all** pieces of writing.

Developing Children's **Maths** through Feedback

- In maths, as in all subjects, we value the process of learning as well as the finished outcomes or answers.
- We encourage children to use a variety of strategies and recording methods, including pictorial and diagrammatic.
- Adult feedback encourages children to try new methods, check answers and spot their mistakes.
- Adults pose questions to extend and check understanding
- Adult feedback may also simply correct something although we endeavour to engage the child in a dialogue to improve their work whenever feasible.

3. Summative Assessment, Evidencing Progress

- The most valuable evidence is the learning outcomes, which will be extremely varied: children may ask questions, respond orally to questions, make comments, take part in role play, collaborate, sing, take pictures and they may also produce 'written' evidence in books, leaflets, using technology etc. These are collected throughout the year.
- Work in foundation subjects is found throughout all children's work, as we follow a holistic and cross-curricular approach. We take evidence of learning for assessment and monitoring purposes from a range of sources; children books, work on paper such as artwork, photo evidence, video and digital evidence stored in subject folders on Google Drive. This helps to develop a common understanding of standards over time in each year group, for our Foundation Subjects.

EYFS Profile-children are judged by their teachers to be either emerging or at age related expectation (ARE).

Teachers' overall judgements about the work of individual pupils is made against age related expectations in the National Curriculum, and assesses whether children are working:

- Below national standard
- Working Towards national expected Standard
- At Expected national Expected Standard
- At Greater Depth within national expected Standards

These judgements are made using professional teacher assessments using all the children's work in that area, rather than a narrow selection or test. These teacher assessments are recorded on an ongoing basis throughout each term in our digital tracking and monitoring system, INSIGHT. Overall teacher assessments in the core subjects are finalised by the class teacher for every child by the end of each term.

Ongoing teacher assessment is supported by:

- The EYFS Profile and Early Learning Goals (ELGS)
- National Key Stage One and Two Performance Descriptors

- National Key Stage One and Two Exemplification Materials
- Chichester Locality Key Stage One and Two Exemplification Materials
- Participating in meetings about reaching a common understanding of standards. E.g. in house, Goodwood Area Schools and locality standardisation and moderation activities
- Understanding national expectations for all year groups

4 Recording Progress and Achievement, Tracking Progress

Schools are required to know and state whether children are working at national expectations by the end of each Key Stage using the following terminology:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth
- Emerging or expected are the only judgements in EYFS

In addition to ongoing teacher assessment, learning is assessed with summative (written) assessments, taken by the children at the beginning of every term – autumn, spring and summer. This both assesses the embedded learning from the previous and informs the teacher of any gaps to be planned into learning during the term ahead. This can also be used as a validation of the teacher assessment recorded at the end of the previous term.

We use White Rose assessments for maths, NFER assessments for reading, and our assessments in writing are standardised and moderated with the locality of schools and with the Local Authority, using national exemplification materials to support this process.

Tracking of progress in the foundation subjects is done by sampling work from the pupils and using the teachers' professional judgments, based on their knowledge of the pupils' outcomes.

5 REPORTING to Parents

We report on children's progress formally and informally throughout the year, engaging the parents in the process and ensuring that we work together in the children's interests. We aim to ensure parents know if their child is working at the expected standards, at greater depth, or working towards expectations. Most importantly, we work with parents so that we (all parents, carers, pupils and staff) have a shared understanding of how to progress and what the next steps are. This enables us to work together to maximise learning, with support from home in partnership with the classroom work.

Our reporting fulfils statutory requirements. A written report in digital form is given to parents annually, at the end of the spring term: we highlight achievement, progress and attitude to learning as well as indications of areas for future developments.

This spring term point of publication has been carefully considered to be the right time to give an overview to parents of progress so far in the year, whilst leaving sufficient time within the school year for targets set to be actioned with agency from both the pupil and current class teacher. Oral reports are given to parents through formal Parent Meetings/Consultations in the autumn and summer terms, and through informal meetings where needed or requested.

Parents and carers are invited into school every Wednesday for fifteen minutes after school to see their children's work, as well as open mornings, exhibitions, information workshops and coming into class assemblies and the open classrooms following assemblies.

Reports to Parents and discussion at parent consultation meetings about children being on track, use the Foundation Stage Profile as a basis to inform progress against the Early Learning Goals and the National Curriculum for Y1 – 6 pupils.

During the summer term, National Curriculum Assessment (SATs) results are also sent to Year 6 parents, as well as the National Phonics Screening results for Year 1 pupils and the Multiplication Check results for Year 4.

As part of the annual written report to parents, the children are given an opportunity to contribute their own reflection about their learning in the annual written report to parents. They are encouraged to consider the school 'Learning Behaviours' that, in their opinion, best describe their approach to learning:



6 Presentation of Work Policy

Our expectations of pupils' presentation vary depending upon the age and stage of development of the child. We do, however, have some common expectations throughout school:

- All pieces of work will be dated (by the child or adult)
- Work on paper rather than in books will be named and stored in a manner accessible and specific to each child
- From Y3 upwards, dates and titles will be underlined
- Errors will be crossed out with a single pencil line: this will be drawn with a ruler from Y3 upwards
- Handwriting will be neat and joined, unless the children are engaged in note-taking or similar activity, or where a child's specific needs determine a different approach to writing
- Each class will adhere to its 'non-negotiables' in terms of content and presentation: children will be encouraged not to seek adult input unless they have first checked their 'non-negotiables'.
- Books will be kept neat, clean and tidy: children will not doodle or scribble inside or on the cover of books

7 MONITORING and EVALUATION of TEACHING and LEARNING

Teaching and learning at West Dean is monitored by the staff team and governors.

Governor monitoring is planned and scheduled for each term to ensure that all subjects and aspects of teaching and learning are monitored at least once in the school year. Monitoring reports are produced by the governor responsible for the monitoring activity and are shared with teaching staff and the full governing body.

Regular Local Authority advisor visits to the school to review the teaching, learning, standards and progress occur (as of 2023-24 currently three per year). This focuses on progress against school development plan targets and provision for and progress of all pupil groups. The school prepares for this by analysing the data and studying progress over time for all the individuals and groups, for girls/boys, SEND, Pupil Premium / disadvantaged and for each cohort.

Governor visits also facilitate them knowing the school well, for example by attending class assemblies and collective worship, where further examples of the children's work and approaches to learning are evidenced. They also support on visits and tournaments to gain additional insight.

As a small school with just four classes, the Headteacher and subject leaders are regularly in the classrooms observing and monitoring learning. We have moved away from the one-off 'lesson observation' model and developed an approach where ongoing 'drop in' observation of learning, support leaders in understanding the learning culture in the classrooms, and promotes follow-up developmental professional dialogue and action planning.

Through this methodology, we aim to constantly improve the provision for the learning at West Dean, for children and adults alike.

Policy Reviewed: Spring 2024


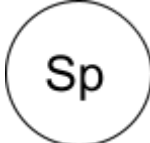




Next review date: Spring 2026

West Dean C of E Primary School

Appendix 1. Marking Guide and Codes




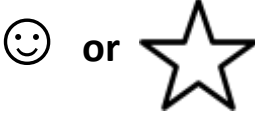

Writing

This is our feedback guide for writing. We use it, as appropriate, with children of all ages and stages. Children use this as well as adults. We always try to talk to each other about the feedback as we write it. Sometimes our feedback is just oral, sometimes just written and sometimes both at the same time.

Oops! Take another look at this.....	Code or symbol
Missing punctuation or word	^
Check the punctuation	
Check the spelling	
Check the grammar . Are the words in the wrong order, or do you need different words?	
New paragraph needed	//
This is where you need to check (wiggly underline)	
Something to read and respond to	
Great writing	😊 or 
Pink adult writing	Tickled pink - Something was super
Green adult writing	Green for growth - Room for improvement
Purple pupil writing	Purple polishing pen: this is the part which has been edited for improvement by the author

Maths

This is our feedback guide for maths. We use it, as appropriate, with children of all ages and stages. Children use this as well as adults. We always try to talk to each other about the feedback as we write it. Sometimes our feedback is just oral, sometimes just written and sometimes both at the same time.

Oops! Take another look at this.....	Code or symbol
Missing digit or number	^
Check this	
Explain your thinking a little more	
Something to read and respond to	
Great aspect of maths (simple comment <i>if required</i>)	
This is where you need to check (wiggly underline)	
Pink adult writing	<p>Tickled pink</p> <p>Something was super</p>
Green adult writing	<p>Green for growth</p> <p>Room for improvement</p>
Children correct their work in pencil near the marking code	