



Teaching & Learning Policy

Policy Creation and Review	
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Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all Learning and Teaching at Odessa Infant School.

1. Aims
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

School Expectations

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in Lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.

Teaching

We expect:-

Staff to have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject coordinators

Staff to plan appropriately for all groups of children and access high quality resources

That every lesson has a clear Learning Objective which is explained to the class and which remains on display throughout the lesson

That all lessons demonstrate key elements of good AFL practice

That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts

That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding

Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able

That staff have high expectations of presentation, quality and quantity of work

TAs to be fully involved and active in lessons

That all staff are familiar with the Odessa Teaching Timeline and use it to guide practice.

Expectations of Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson.

Odessa Teaching Timeline

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies Used Throughout (possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and Modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	
	Set out expectation for end of the session	

Main activity 30 mins	Children reflect on previous learning and marking	AFL Strategies used throughout
	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.	
	Mini- Plenary used within independent learning time to : make connections /address misconceptions & refine/ rehearse	

Plenary 10 mins	Address success criteria and learning within groups- who has achieved?	AFL Strategies used throughout
	Demonstrate depth when appropriate using application questions	
	Teacher evaluation next step-Where do we go from here?	

Marking Policy

Aims of the Policy

- To explain why marking is a key aspect of successful teaching and learning at Odessa Infant School.
- To enable all staff working within Key Stage One at our school to have a clear understanding of marking procedures and how the policy is used to secure progress for our pupils.

Why do we mark?

Marking is used to give pupils feedback on their learning. In the Early Years, feedback tends to be almost entirely verbal. As the children record more of their work in written form, teachers are expected to mark the Mathematical and Written work.

Good Marking will ensure that:

- Pupils will know what they have done well.
- Pupils will know what they have to do to improve their work.
- Pupils make visible progress over time.

- Misconceptions are addressed, learning is progressive, children are challenged and the opportunity for child voice, explanation and reasoning is allowed.

Good Marking must therefore:

- Identify what a pupil has done well.
- Identify key ways to improve.
- Have impact - pupils must have time to make the improvements identified.
- Allow the opportunity for explanation and reasoning through Mastery.

All marking, whether written or verbal, must demonstrate these elements in order to be effective and lead to progress for the child. All marking will be marked in blue pen. It must be presented in a way that the child will understand and adults must ensure they model good handwriting.

In all areas of marking, we aim to employ a consistent approach within each class and across Key Stage One as a whole.

Learning Objectives

All pupils will be given a Learning Objective with success criteria that are stuck into their books for all pieces of work. If the work is presented on a pro-forma for the children, this will have the Learning Objective included on it. All SC's will be ticked *if* the child has met them during the lesson.

What do we mark and how?

Our most detailed marking focusses on Writing and Mathematics, although marking needs to be consistent across all Core and Foundation subjects.

All pieces of written and recorded Mathematical work will be marked.

There will be a greater emphasis on intervention marking (in particular sound button marking) and work that is marked with the children. We aim to mark alongside children to address misconceptions, challenge and move children's learning on and ensure mastery is being implemented.

The Class teacher and TA's will work with a focus group, however through mastery and exit points be able to move around the class addressing misconceptions through intervention marking.

All work will be marked in Blue Biro and will include the following codes so that the context of the work is understood more clearly.

- I=independent, completed without adult intervention
- WB=Word bank used
- LS=Light Support (questioning at the beginning of the session or help to get started with ideas).

- WWS=word for word support.
- F=Focus Group
- VF=Where verbal feedback has been given for the child to act upon.

More detailed marking will include the following:

- A comment celebrating what the child has done well, referring to the LO.
- A Next Step comment where children respond in green biro when awarded their pen licence by the teacher.
- An opportunity for children to respond to marking and through mastery implement child's voice for Explanation and Reasoning.

We mark the things that matter most for pupil progress.

Regular 'book monitoring' will be undertaken to ensure that the marking policy is being adhered to and that marking is of a consistently high quality across the school.

Marking is enabling progress and is enabling children to reflect upon their learning.

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014;
- the Early Years Foundation Stage Framework ;
- The Newham Agreed Syllabus for Religious Education;
- The National Curriculum for computing supported by the 'rising stars' scheme.

Long Term Planning

- Our 'Whole School Curriculum Map' plots the content covered from nursery to year two for each individual year group and each curriculum area;
- This is broken down carefully and opportunities to promote mastery are available throughout.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.

- For mathematics we use the National Curriculum

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment for Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each term we have an assessment week which enables teachers to use assessments and a wide range of evidence to draw upon and develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

We use **Target tracker** to gauge whether children are working above or below age related expectations. Our system calculates progress based on age-related expectation points over time, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the new depth-orientated National Curriculum.