St Alban's C.E Primary School

Teaching and Learning policy

September 2026

Review: September 2027

Faith Hope Love

Our school vision

Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

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Teaching, learning and assessment policy

This policy outlines the aims, principles and strategies which enable teaching, learning and assessment to be of a high standard throughout the school; ensuring quality and effective leaning experiences for all children.

This policy must be read in conjunction with the following documentation:

- Curriculum pedagogy
- Positive behaviour policy
- Display policy
- Calculation policy
- English policy
- Handwriting policy
- Health and safety policy
- AI policy

Introduction to the policy:

As a school, teaching and learning is our main purpose. Our focus is on the growth and development of the whole child. This for us means addressing and meeting the child's academic needs as well as their physical, emotional and spiritual needs; all of which are of equal importance to us as a learning community of practitioners. We do this by offering our children a broad and balanced curriculum that meets the requirements of the 2014 National Curriculum and Religious Education. It is by the committed pursuit of excellence in learning and teaching that we aim to achieve the highest standards possible. Our curriculum is linked together by four main themes: **My Identity, My Heritage, Our Community, Our World.** We are committed to teaching as creatively as possible, by making links within and across the subjects, ensuring the **children's interests** are acknowledged and that **pupil voice** is included in every unit of work taught.

Key principles:

Teaching and learning in the school is underpinned and driven by an understanding and proactive response to:

- the school's distinctive ethos as a Church of England primary school
- the school's spiritual values of friendship, forgiveness, perseverance, compassion, courage and creativity
- the culture and diversity of the school population and community
- the three God-given virtues of FAITH, HOPE AND LOVE (1 Corinthians 13:13)
    - Faith, in God, or be inspired by faith, and in their own ability to fulfil their potential;
    - Hope, to be the best of examples, to work to change themselves and the world for the better, and;
    - Love, reflecting God's love in unselfish love for others.

These principles are delivered by ensuring the following:

- Learning is rooted in **experiences** that are: inclusive, challenging, exciting, rooted in real and experiential learning, current, driven by pupil voice and is progressive.

- Learning opportunities/topics are **designed** with the following in mind: a clearly articulated learning journey is established at the beginning of a unit of learning; an exciting entry point for learning. Pupils' voice is at the heart of the learning sequence. Real experiences are made available. An outcome is achieved. There is an opportunity with a unit of learning for reflection and evaluation. Application of basic skills including computing. Effective cross-curricular links are made where they add value to the learning

- **Assessment** informs teaching so that there is provision for support, repetition and opportunities for mastery and the extension of learning to take place.

- The **learning environment** is ordered, purposeful and children feel secure and safe.

- Children feel a sense of **belonging and self-worth.**

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- There are **strong links between home and school** and the importance of parental involvement in their child's learning is recognised, valued and developed.

Strategies for teaching and learning used to ensure the key principles are achieved:

As a school, we acknowledge that children learn in a range of different ways, we therefore aim to provide strategies for Teaching and Learning that are varied and multifaceted in order to provide children with a range of different learning experiences.

- Displaying learning intentions (success ticket) and success criteria to support the learner.
- Creating opportunities for pupil voice to be incorporated into units of learning.
- Use of educational visits and first hand experiences to enhance learning experiences and key concepts.
- Effective use of talk partners used across the curriculum.
- Lots of opportunity for purposeful talk especially before writing.
- Effective questioning at all possible opportunities. Analytical – infer, deduce and show understanding. Application – transferring knowledge and making links. Synthesis- restructuring the text or taking a stance. Evaluation – make judgements and compare and contrast.
- The principle that if a question is worth asking it is worth asking everyone. Therefore questions are asked and children discuss the answers using talk partners. There is a no hands up policy.
- Thinking time is given to children before requesting an oral response.
- Visual prompts and cues given at all possible opportunities to support all learners but particularly EAL learners and learners with poor working memories.
- Learning is always contextualised and links within and across subjects are made.
- Whole class learning, group learning, paired learning, 1 -1 learning.
- Flexible groupings that are fluid.
- Effective differentiation and adaptation in accordance with the principle that all children will meet end of year expectations.
- Effective modelling and scaffolding from teachers of learning intention and application of success criteria in all subjects.
- Effective deployment of teaching assistants.
- Opportunities for collaborative and independent learning.
- Opportunities for investigation and problem solving.
- Self-directed experiential and exploratory learning – personalised learning.
- Opportunities for self-reflection and review leading to children being able to identify their strengths and next steps and set their own next steps accurately.
- Opportunities to understand how their learning can set them up to flourish in life outside of school.

Growth mind-set

The work of Dr Dweck explains why it's not just our abilities and talent that bring us success, but whether we approach our goals with a fixed or growth mind-set. As practitioners we aim to create a learning culture that encourages our children to have a growth mind-set . We aim in our feedback both oral and written and in our praise, to complement those things that we value as a school and believe will help our children to develop a growth mind-set that will enable them to grow and develop holistically.

Research into the field of mind-set has provided empirical evidence that people with growth mind-set are more:

- Open to challenges and constructively critical feedback.
- Resilient in the face of obstacles and initial failure.
- Convinced that individual effort makes a difference.
- Likely to attribute success and failure to their own efforts, rather than to their innate abilities.
- Able to learn well with and from others.
- Likely to rise to the top – and stay there.

Our aim is always to support children to develop an attitude towards learning that is:

- Resilient in nature
- Perseverance – to not give up
- I can and I will attitude to success and learning

Leading to what we believe to being an 'independent learner.'

Learning environments:

It is expected that learning environments will be:

- Purposeful and learning focused
- Child centred
- Organised, tidy and ordered

It is expected that within the learning environment there will be:

- Resources labelled and accessible to children to support independent learning
- Reading corner
- Children's trays
- Time out zone evident creating a place for personal reflection and reconciliation to take place
- Worship area accessible for children to use and refer to, thus supporting their spiritual development and understanding of themselves and others.

It is expected the following things are on display:

- School golden rules
- Star of the day
- Worship area
- Whole school spiritual value
- School vision: Faith, Hope, Love
- Working/learning walls for English and Maths
- Humanities, Science and RE learning journeys
- Visual timetables
- Key vocabulary
- Phonics
- High frequency words
- Key grammar being taught
- Common exception words according to year group
- Groups where relevant
- Author/Poet of the term

Displays must always:

- Showcase the ethos and vision of the school.
- Celebrate the learning of children and raise self-esteem and pride.
- Value the uniqueness of each child and celebrate the diversity of our learning community.
- Stimulate curiosity and encourage children to question.
- Inform and engage children.
- Involve children in their own learning.
- Reinforce high standards in the school and our high aspirations for our students during school and for life after primary school.
- Inform parents, carers, governors and visitors to the school.

See display policy for further information.
The importance of children feeling a sense of belonging and self-worth

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Behaviour:

In order for children to be successful in their learning it is essential that the school has clear behaviour systems in place that all adults adhere to and all children understand.

We have an effective positive behaviour policy that is rooted in clear expectations and built on the importance of forgiveness and reconciliations when children or adults make mistakes. The policy is consistently followed throughout the school and positive behaviour is celebrated and acknowledged on a weekly basis at whole school level.

See positive behaviour policy for further information.

Support in learning:

It is essential that all classrooms are positive learning environments that are centred on celebrating effort and having a positive attitude to learning as directed by the school's growth mind-set approach to learning.

All children are offered support as and when they need it and all adults are encouraged to always listen to the child and provide time for them if they request it.

Children with additional needs:

Children identified with additional needs, including high attaining children, are planned for accordingly and further support from both the school and outside agencies is offered where appropriate. Support will take place within the classroom context but where necessary individuals or small groups will be provided appropriately in support base environments for some aspects of their learning.

See local offer and inclusion policy for further information.

PSHE curriculum (including RSE):

We are committed to teaching an hour of PSHE every week as we believe that this curriculum provides children with the opportunity to explore often sensitive and potentially controversial topics within a safe and secure environment. Creating space for children to talk, listen to one another and be reflective is at the heart of this curriculum.

See PSHE policy for further information.

Creating strong links between home and school

Home learning:

We consider home learning to be a valuable element of the learning and teaching process, believing that it provides children with the opportunity to practise skills taught in class, develop independent learning skills and begin to recognise that learning take place beyond the classroom.

Home Learning we believe should always be:

- Purposeful
- Collaborative
- Fun
- Motivating
- Creative
- Linked to the curriculum and enrichment
- In Year 6 helping to prepare children for transition to secondary school

Home Learning should never:

- Create anxiety for children or parents
- Cause division and tension within a family
- Be linked to negative consequences in school
- Be competitive

Parental/Carer involvement:

We want parents and carers to be involved in their child's home learning as we believe this helps build positive relationships between a child and their parent and supports the child in the learning process.

See home-learning policy for further information.

Volunteer programme:

Parents and carers are encouraged to support in school by participating in a number of events the school puts on throughout the year, volunteering to assist on educational visits and helping in the classroom particularly with reading. Where parents and carers are involved and engaged in the life of the school, often their own child will make good or better progress in their learning.

Curriculum workshops:

Regular curriculum workshops are delivered to parents in accordance with the school improvement plan for the year. The purpose of each workshop is to inform parents/carers of the subject matter and to brief them on the different ways they can support their child's learning and development at home.

Parent/Carer consultation evenings:

Parent/carer consultation events are held three times a year. The aim of the Autumn term consultation evening is to inform parents verbally of the child's progress and provide an opportunity for the teacher or parent/carer to raise any initial concerns they may have. The aim of the Spring consultation evening is to review the child's progress so far and to share targets that need addressing to ensure continued progress. The Summer term is to celebrate the child's year's progress, to go through the end of year written report and to discuss next steps that need to be addressed the following year.

An annual written report is provided at the end of the Summer term outlining the child's progress and areas for development in the core subjects. Comments on the child's attitude to learning and particular strengths developed throughout the year are also given. The report is based on the summative and formative assessments made throughout the year. A full account of attendance and punctuality is always recorded on the report. Parents/cares views are also included in the parent/carer section of the report.

Role of parents/carers:

Parents/carers play an important role in enabling their child to make progress. As a school we ask in our vision statement that parents/carers will:

- Support the school's vision and aims.
- Send their child to school in good health, on time and every day.
- Enjoy learning with their child.
- Encourage and praise their child.
- Participate in parent's consultation evenings.
- Participate in school functions and parent workshops.

As practitioners we will:

- Inform parents/carers of the curriculum we are delivering each term.
- Inform parents/carers of their child's progress each term.
- Provide reading and multiplication home learning daily.
- Provide home-learning opportunities to reinforce class learning and widen a child's learning and life experiences.

- Hold consultation evenings three times a year.
- Provide parents/carers with a written report at the end of the academic year which outlines their child's progress.
- Make ourselves available, by appointment throughout the year to discuss with parents/carers any issues concerning their child.
- Welcoming parents/carers to participate in the daily life of the school.

Assessment

Why do we assess?

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against
expected standards. Our assessments inform our immediate and long term planning.

Our assessment gives:

- Pupils - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning.

- Teachers -the detailed knowledge of their pupils' achievements which they can use to inform future learning, their planning and their teaching.

- Parents and carers-regular reports on their child's progress in meeting expectations and ensures that teachers, pupils and parents can work together to secure learning and raise standards for all children.

- School leaders and governors - information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school.

- External agencies and partners (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Council, the DfE and Ofsted) - the evidence that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

See appendix 1: The school's assessment statement

Religious Education and Foundation subjects:

At the end of each unit of work, an assessment sheet is filled in identifying the children who have met expectations, those who have exceeded and those who have not met for that unit of work. Termly tracking of these subjects takes place with the intention that the majority of the class will be meeting end of year expectations in line with core subjects.

SEN Provision Plans:

These are reviewed on a termly basis. No more than three targets should be set at any one time. The targets should be 'SMART' (specific, measurable, achievable, realistic, targets) targets and be targets that are additional to the normal differentiated learning outcomes of the curriculum. Suggestions from outside professionals need to be reflected in the plan. Children with EHCP plan or have involvement from an outside agency receive a SEN Provision Plan. Children with additional needs receive a provision map that is monitored and evaluated in the same way as a SEN Provision Plan.

Year to year hand over meetings:

Each class teacher will have the opportunity to discuss their new class with the classes' previous class teacher. This meeting is an opportunity for any additional information that may not be in the child's end of term report but may be of use to the next teacher to be discussed. We will also facilitate a hand over meeting between the classes previous TA and new TA if deemed necessary.

Assessment and record keeping in the Early Years Foundation Stage:

Assessment and record keeping have a vital role to play throughout the Early Years Foundation Stage as it provides evidence of the developmental stages of individual children and helps to identify each child's knowledge, skills and understanding. It ensures the early identification of special needs and supports work with parents and other agencies where appropriate.

Home visits:

The knowledge, understanding and skills that a child brings to the setting is recognised and valued. Part of the admissions process into the Early Years Foundation Stage is for staff to visit the child in their home setting, a place where they feel safe and secure. Within the home setting, staff and parents together, are able to make an assessment on the child's ability and needs, providing staff with evidence from which to develop an appropriate settling in programme.

On-entry baseline assessment is carried out in the Reception within the first five weeks.

Ongoing assessment for all areas of learning in the Early Years Foundation Stage:

Assessment within the Early Years Foundation Stage is a continuous process.

Formal:

Activities set up in order to assess a particular learning intention.

Informal

Focussed observations on a particular child who is engaged in an activity of their choice. These observations may include:

- talking to the child about the activity,
- observing the interaction between the child and other children,
- questioning the child about the learning he/she is engaged in,
- taking photographs of the child and activity.

Observations are recorded and placed in the child's profile, providing evidence from which staff can make objective decisions as to whether a child has achieved an objective or early learning goal.

The Early Years Foundation Stage Profile is completed at the end of the Early Years Foundation Stage and provides data based on the Early Learning Goals.

Marking and feedback to children:

In order for children to make progress, it is essential they receive regular feedback which focuses on the learning intention from teaching staff. We do this through effective marking of work and oral, one to one or guided group, conferencing between child and teacher.

In our oral feedback we aim to discuss with the child the learning intentions, outlining clearly for the child the areas where progress has been made, encouraging them to be
Self-evaluative and giving appropriate guidance for development.

Effective marking aims to help children learn by providing children with a positive written response which outlines clearly and in appropriate language ways in which the child has achieved the learning intention and can continue to build on skills. Where possible, we encourage marking to be done in the presence of the child, so that the child and teacher can discuss the marked work together. Where this is not possible work is given back to the child as soon as possible and time allocated for responding to the marked comments.

In order for there to be consistency across the school, all teachers must adhere to key principles that lie behind marking and the format by which marking is carried out within the school.

Principles of marking:

Marking and feedback should:

- Be manageable for teachers
- Where appropriate involve all adults in the classroom
- Relate to learning intentions and success criteria
- Provide for the child opportunities to be reflective of their work and develop their skills
- Give praise and provide encouragement in line with growth mind-set thinking – ie linked with effort, perseverance, showing resilience, independence
- Give clear strategies for improvement in language a child will understand and in accordance with growth mind-set thinking.
- Acknowledge the importance of learning from mistakes
- Provide time for the child to respond to marked work
- Inform future planning and target setting
- Be available for children to talk through the marked work
- Wherever possible encourage and teach children to self and peer assess

English

- For English, weekly **extended writing** and at least one piece of writing within a unit of work should be marked in detail against the learning intention and success criteria. A **next step comment** where relevant should be provided and children given time to respond to it in written form. (See below for further information about next step marking.)

  It is also expected in **extended writing** that teachers will model how to correct spelling, punctuation and grammar errors in the first appropriate section of the writing. Children will be asked to correct punctuation and spelling errors in the rest of their work in accordance with the teacher's marking. (Teachers are required to use their professional judgement and knowledge of the child as to what to pick up on and how much.) A specific grammatical error within the piece of writing will be **highlighted in green** for next step marking. This is referred to as a **basic skills next step – B.S.**

- Other pieces of work should be ticked and any appropriate comments written below (these comments the children do not need to respond to).
- If children are writing up work that is to be displayed then it needs to be corrected for grammar, spelling and punctuation.

Maths

- Every sum/diagram must be marked. It should be ticked when correct and a 'dot' or ? when wrong.
- The work should have a comment at the bottom of it if relevant.
- An opportunity should be given at an appropriate point within the unit of work for the children to respond to these comments – green pen work.

Religious Education and foundation subjects:

- A piece of work within the unit should be marked in detail against the learning intention and success criteria. A **next step comment** should be provided and children given time to respond to it in written form if deemed appropriate or through verbal discussion with the teacher or other pupil. (See below for further information about next step marking.)

- Other pieces of work should be ticked and any appropriate comments written below (these comments the children do not need to respond to).

- **End of unit self-reflection and review:** At the end of each unit of work, children are required to carry out a self-reflection and review against key skills taught. Children are also given the opportunity to highlight things they wish to still learn about or questions they still have. Teachers are to use these review lessons to inform future planning of following topics.

Shorthand for different types of work

The following abbreviations can be used at the bottom of children's work.

- I – independent work
- VF – verbal feedback
- TA – TA supported work
- WS – With support
- ST – supply teacher
- TL – teacher led
- SA – self assessed
- PA – peer assessed
- U – understood learning intention
- PU – partially understood learning intention
- NU – not understood learning intention
- Sp in the margin – there is a spelling error in this line of work will have been underlined by the teacher
- P in the margin – there is a piece of punctuation missing or used incorrectly in this line of writing. The teacher may have added a circle to help locate where this is.
- BS – basic skill – this will be a specific grammatical error in a child's writing that they need to correct.
- NS – next steps that the child need to complete to improve their work.

Codes used specific to EYFS and KS1:

- CL – capital letters
- . - full stop
- Shape of a finger – finger spaces
- Glasses for children to re-read their work

Strategies for marking

Summative feedback/marking:

Summative marking takes place with closed tasks and often consists of ticks and dots.

Formative feedback/marking and providing the next step:

This can take place through oral or written feedback. It must focus on the success of achieving the learning intention and ways to improve the quality of the work.
To do this in the most effective way and in a way that children will understand and respond to, the following codes are to be used. By following these, children are not given too much information to respond to, preventing them from not being able to make an adequate response.

- In extended writing in KS2, children are giving a success ticket which has identified on it the success criteria so that the teacher can tick whether the success criteria have been met.
  Children are encouraged to self and peer assess against it before the teacher gives feedback. In KS1 the teacher ticks against the success criteria at the bottom or top of the piece of work.

- **Highlight in yellow,** 2 areas where the child demonstrates high quality examples of the execution of the success criteria. The child may have gone 'beyond' the success criteria making their writing extremely effective – these examples may also be highlighted,

- **Highlight in green,** the appropriate place where the child can improve their work and provide them with a next step prompt, at the end of the piece of work that would enable them to make improvements to their work against the learning intention. Time at the beginning of a lesson must be given for improvements to be made.

Useful prompts are:

A **reminder** prompt: (What else could you write here?)

A **scaffolded** prompt: (What was the cat's tail doing? 'The cat was angry so he…..,' 'Describe the expression on the man's face.'

An **example** prompt (e.g. 'Choose one of these or one of your own: She ran round in circles looking for the rabbit/The cat couldn't believe his eyes'.

This style of marking and feedback will take place at the end of every piece of extended writing in English and at an appropriate point within a unit of work within English and all other subjects.

Marking of spelling, punctuation, grammar and handwriting:

Spelling, punctuation, grammar and handwriting must be taken note of in all pieces of writing and brought to the attention of the child. Time must be given for children to make the necessary corrections. It is expected that children will use correctly the spelling, punctuation and grammar linked with their current year and that of previous years and that a child's handwriting is at the standard expected for their age and follows the school's handwriting policy.

Self-editing:

It is essential that children are given the opportunity to regularly self-edit their work against the success criteria and spelling, punctuation and grammar expected for their year group and that of previous year groups. This is to be done using green pen.

Teachers must regularly model for children how to carry out self-editing skills and support children weekly in developing the necessary skills to be able to do this effectively.

When children self-edit they need the following tools:

- KS1: Check list of the success criteria.
- KS2: Success ticket of success criteria and personal target.
- Knowledge and examples of the spelling patterns, punctuation and grammar they are looking for.
- Opportunity to read their work aloud as they self-edit.

All self- editing is carried out using a green pen.

Self-marking/Self-assessment:

Children should be encouraged and shown how to assess/evaluate their own work against the learning intention and success criteria. Children are to be encouraged to identify two successes and an area for improvement within their writing. Children may self-assess verbally or in written format. **It is essential that teachers model** what an effective self-assessment answer might look like. e.g. I am pleased with my work because it is neat. The answer should be: I am pleased with my work because I was able to use adverbial phrases correctly.

Key questions to support self-assessment:

- What aspects of your work are you pleased with and why?
- Where in your work do you think you have achieved the learning intention?
- What helped you to be successful?
- Where did you get stuck?
- What helped you to become unstuck?
- What did you find difficult?
- Where do you think you can make improvements?
- Do you have any questions about your learning that you would like answered?

Paired marking/peer assessment REVIEW

This should be introduced at Key Stage 2 and only if the child is ready for this.
Before children can mark they need to be shown how to. This can be done through modelling with the whole class the marking procedure.

Children need to be made aware of the marking codes. These need to be displayed in the classroom.

Teachers need to decide on the pairs.

Dialogue should be encouraged between children.

Key principles of peer assessment that must be followed:

- Similar ability pairing.
- It can either be carried out verbally or in written format.
- Children must be taught to assess/evaluate against the learning intention and success criteria.
- Children need to read their work aloud to themselves and then to a partner.
- Teacher needs to model the language of peer assessment before the children begin.
- Both partners must agree on the improvement marking before the improvements are made.

Next step marking in Maths:

Three possible ways of next step marking in Maths:

- Providing the child with a question that encourages children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
  e.g.
  - Explain how you worked out the answer?
  - Which other sums will generate the same answer – why do you think so?
  - Can you see a pattern occurring?
  - How do you know your answer is correct?
  - How many different ways can you make the number…..?
  - What can you tell me about the numbers that will help you find the answer? What are you expecting the answer to be and how do you know this?
  - Generalisations - is there a general rule that can be applied every time I do…..
  - Is it always true when I add two odd number together the answer is always even?
  - Is there a more efficient way of finding the answer?

- Opportunity to make corrections. Always good to outline for the child the methodology to use in order to be able to then self-correct.

- Transferring learnt skills into another situation: e.g putting a number sum into a word problem, applying the skill to an investigation, applying the skill within a different context.

Next steps in maths should be carried out using a green pen.

Whole school system and procedures to support high quality teaching and learningPlanning:

The planning process at KS1 and KS2.

The planning process consists of three distinct areas – long term (up to one year), mid-term (one half term) and short term (weekly and daily). The 2014 National Curriculum, the LDBS RE curriculum, Camden (PSHE). Reach (Topic and Science) and the Read write Incl framework are the main documents that determine the overall school curriculum map.

Long term - Year planner:

Each year group must adhere to the whole school curriculum plan. The map ensures that there is progression and continuity between year groups in all subject areas. It defines in general which topics are taught when and in English and maths when key texts, skills and concepts are taught.

Medium term planning:

English: The pace of the English teaching is determined by the school's English pacers.

Readwrite.inc: Children are taught to read using the Readwrite.inc programme.
Children join an English group once their reading is in line with end of year expectations for year 1 or year 2.

Extended Writing: This takes place in from year 1 onwards on a weekly basis, providing children with an extended period of time to write. The sessions are very focused on ensuring high quality outcome. Next step marking is always provided and children are given the opportunity to improve their writing. The level of modelling by the teacher for these sessions is limited, giving children the opportunity to demonstrate what they are capable of doing independently.

Maths: The pace of Maths teaching is determined by Camden's mathematics journey planners and White Rose Maths.

The pace of science and the foundation subject teaching are determined by the whole school curriculum map. The pace of PSHE teaching is determined by the Camden SOW. The pace of computing teaching is determined by the scheme Rising Stars. The pace of RE teaching is determined by the school's unit plans written in line with the LDBS scheme of work.

Within the medium term planning there must be teaching time allocated to the following:

- planned in time to give children feedback
- planned in time for children to make improvement to their work – green pen work
- planned in time for children to self-edit their own work
- planned in time for self and peer assessment
- planned in time for self-reflection and review
- planned in time to celebrate and showcase outcomes

Planning is kept in a green file, which is organised in a set way and should be kept on or near the teachers desk.

Short term planning:

These should consist of a further break down of the half term plans into the weekly coverage, identifying:

- specific learning intentions
- clear success criteria
- differentiation of activities,
- key questions
- key vocabulary (including tiers)
- assessment of children's learning,
- organisational issues; deployment of staff, grouping
- evaluations of lessons conducted. These must have a purpose in future planning, always measuring achievement or lack of it against learning intentions.

Short term planning is for the teacher and staff working with the children. It is inevitable that these plans will be changed as the week progresses. These changes need to be noted on the plan, showing clear indication that the teacher is being reflective in his/her planning and responding to the day-to-day assessment that takes place within a classroom.

All planning is kept on the school's system

- English – weekly planning sheet outlining daily lesson plans
- Maths – weekly planning sheet outlining daily lesson plans
- Science, computing, RE and foundation subjects – lesson plans for each session being taught.
- PSHE – annotated and evaluated planning for each session being taught.
- PE - annotated or lesson plans for each session being taught that is also evaluated.

Effective cross curricular links are encouraged at all times and the use of the arts to enhance learning.

Planning in the Early Years Foundation Stage

As with KS1 and KS2 the planning process consists of three distinct areas – long term, mid-term and short term. All planning is done collaboratively in YN and YR and reflects the six areas of learning and early learning goals from the Early Years Foundation Stage guidance.

The seven areas for learning are:

- Communication language
- Physical development.
- Personal, Social and emotional development.
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Long term:

Yearly topic overview where each term has a specific theme and reference is made to the areas of learning.

Mid-term:

For each of the seven areas there is a half termly grid, which consists of Learning Intentions, activities, adult input and opportunities for adult child led activities.

Short- term:

Weekly plans include a PSE focus, targets, observations and planned adult and child led activities in the seven areas for learning. Each area is then broken down into specific parts of the classroom and outside space. There are also times allocated to whole class teaching input for the teaching of phonics, literacy, mathematics and topic.

Layout and presentation:

Children's handwriting in books should be neat, legible, in line with school policy and showing evidence of handwriting lessons. Joined handwriting is taught from the beginning of Y2 but the skills leading to it from Reception. When publishing work, children should write in their 'best handwriting'. Exercise books are to be kept tidy. No writing, stickers or graffiti on covers.

Date:
Number date to be on left hand corner of all work. Children to write in the style of 14/10/26. Long date needs to be displayed in all classes every day. Monday 21st September 2026.

KS1:
Lined books and squared books for maths
Number date to be written left hand corner. A title does not have to be included before the Spring term in Y2. The teacher can refer to the learning intention and success criteria in the marking.

KS2:
If books have no margin, a margin needs to be drawn with a thin ruler on the left hand side of the page unless it is a plain page. How many squares in in maths books?
Number date to be in left hand corner of work on the line.
Pieces of work should be given a title when appropriate. This title needs to be written up on the board so the children can copy it into their books correctly. The title should be on the top line of the page and underlined. The title should begin with LO:
In topic books if less than ½ of the page is used, children need to draw a ruler line under the completed work, miss a line and then proceed with the date in the left hand corner and the title underlined. No pages should be missed out.

English books: Grammar is taught on the left hand side of the page.

Maths books: Squared paper. Children to place one digit in each box.

Extended writing books: Have a specific cover: success tickets and responses to marking on the left hand side, writing on the right hand side. Inside the front cover should be an assessment sheet of genres covered and outcomes.

Writing Materials

No rubbers to be used in any English or Maths books. Errors should be crossed out with one neat line. Errors often tell us about the stage of a child's learning. Felt tips not to be used in books.

KS1:
Pencils to be used.

KS2:
Maths:
Pencils to be used.
All other curriculum areas: **Pens to be used when the teacher thinks it is appropriate and child is given a pen license**. All diagrams to be done in pencil.

Monitoring of planning, record keeping and assessment.

Medium-term planning must be submitted to the Headteacher, the first week of the each term.

Short term planning must be submitted to the Headteacher at the requested dates on the termly calendar.

Regular monitoring of classroom observations, work scrutinies and moderation of work takes place as identified on the yearly monitoring cycle.

All leaders of learning must have access to planning and assessment files as and when required.

The role of monitoring and evaluation of teaching and learning:

Monitoring and evaluation has an essential role in ensuring progress and continuity across the curriculum and across the school. The Headteacher, Deputy Head, senior leaders and leaders of learning play a significant part in the monitoring process. We believe that in order for monitoring to have an impact in developing an effective learning environment and high outcomes for all children, it is essential that it consists of a number of different elements, so that a realistic picture is created. We consider the following elements to be important; classroom observations, work scrutiny, moderation within school and across schools, pupil voice, reviewing planning and assessment procedures, analysis of pupil progress, monitoring of learning environments in classrooms and around the school and classroom management.

Professional development meetings provide a forum in which curriculum and whole school issues can be discussed and debated. They also provide a forum to ensure consistency of approach and ensure outcomes remain high. Professional development needs are also met which are further supplemented by in-service training days.

Subjects leaders have an important role to play in ensuring progress and continuity. This includes:

- Taking the lead in policy development to ensure progress and continuity in their subject throughout the school.
- Support colleagues in their development of detailed planning, implementation of the scheme of work and carrying out effective assessments.
- Monitor standards in terms of attainment and achievement in their subject through data analysis, scrutiny of teachers' plans, children's work, pupil voice and classroom observations.
- Advice the Headteacher on action needed to develop the subject. (This will take place at a given time and will be linked to the SDP)
- Writing a raising standards plan for the subject.
- Take responsibility for the purchase and organisation of central resources for their subject/s.
- Keeping subject knowledge up to date through reading and attending courses.
- English, maths, RE and EYFS have built in moderation every term, supported within school and with outside moderators
- Foundation subjects are moderated termly and annually

Pupil progress and performance management meetings

Each term teachers have a meetings with the Headteacher to discuss teaching and learning, pupil progress and professional and personal development. The agenda is open and teachers can suggest what is discussed. The main aim of these meetings, is to provide a safe space for professional dialogue without criticism or judgement.

Review and Evaluation

The Learning, Teaching and Assessment Policy is reviewed annually and necessary amendments made. The policy is presented to Governors on an annual basis.

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