



## **ASTON LODGE PRIMARY SCHOOL**

### **Teaching and Learning Policy Quality of Education, Intent, Implementation, Impact**

**Date written: 10<sup>th</sup> February, 2020**

**Date to be reviewed: 10<sup>th</sup> February, 2022**

**reviewed September 2020**

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**reviewed 8<sup>th</sup> September 2021**

## **Introduction**

This document has been produced for all members of staff to ensure that all teachers, HLTA's and LSA's are fully aware of the expectations of the school and how these match up to the national teaching standards. By being aware of these expectations and using the policy to guide your practice, we hope to raise standards even further across the school.

## **Effective Teaching at Aston Lodge Primary School**

### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impact on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

The following strategies are Aston Lodge' specific;

**TEACHING AND LEARNING EXPECTATIONS.**

**Table 1**

<b>Maths</b>	<b>English</b>	<b>Topic</b>
<p>Implementation of White Rose Curriculum</p> <p>Daily Structure comprises of:</p> <ul style="list-style-type: none"> <li>● Arithmetic</li> <li>● Oral Starter including counting/TTRockstars from Y1 upwards (X table practise</li> <li>● Big Question (2 x a week, 1x for KS1)</li> <li>● Modelling of strategies/methods</li> <li>● Guided practise/ Think-together</li> <li>● Practice</li> <li>● Reflect</li> </ul> <p>Tasks are a mix of fluency, reasoning and problem-solving</p> <p>Working Wall for maths in each classroom have:</p> <ul style="list-style-type: none"> <li>● key vocabulary</li> <li>● Knowledge organiser for the unit</li> <li>● the 'Big Question' for the week</li> <li>● examples of pupils' investigations to stimulate,</li> </ul>	<p>Implementation of Success For All reading texts to support the teaching of English.</p> <p>The children will be organised into groups based on their reading ability.</p> <p>Formative assessments regularly updated on Bromcom. TAFS on Bromcom used to inform planning and next steps. Termly Pira(reading) assessments.</p> <p>Follow the sequence of a two way cycle - reading into writing.</p> <p>Teachers to promote collaborative learning strategies in the English lessons.</p> <p>Lessons to maintain pace.</p> <p>Strong emphasis on vocabulary development. Key words to be on display in the class with definitions and an example sentence. Children to be strongly encouraged to use these words in their writing.</p>	<p>Implementation of Master Curriculum</p> <p>Pre and post assessments</p> <p>Links to subjects taught in previous year groups</p> <p>Use of Visual Stimuli (IT such as Smartboards and Visualisers)</p> <p>Optional Curriculum Enrichment Grids related homework completed to a high standard (working towards Bronze, Silver &amp; Gold Award)</p> <p>Use of pop quizzes to ascertain the children's knowledge – making sure that the children learn more and remember more.</p> <p>Knowledge Organisers to be used as memory aids to relate to learning objectives</p>

<p>support and provide information</p> <p>Easy access to appropriate resources to support mathematical learning is in each classroom</p> <p>Formative assessments regularly updated on Bromcom. TAFS on Bromcom used to inform planning and next steps.</p> <p>Partner Talk</p> <p>Active – where possible practical and to use manipulatives</p> <p>Vocabulary Development to support each unit</p> <p>Teacher Focus Group/ Teaching Assistant Focus Group</p> <p>Relevant Challenge / Relevant Support</p> <p>Use of Visual Stimuli (IT such as Smartboards and Visualisers)</p> <p>Varied groupings – independent, paired, group or whole class</p> <p>Varied ability groupings – mixed ability, MA and LA, MA together</p>	<p>Teachers to follow the learning journey in the two week plan. . Teachers to use Interactive whiteboard presentations/PowerPoint presentations to support their teaching.</p> <p>Two pieces of extended curriculum writing to be taught each term (linked to genres taught in English).</p> <p>Weekly differentiated spellings set for children to learn at home. This will be supported by a look, cover, write, check sheet.</p> <p>Weekly spelling lesson</p> <p>SPaG incorporated into English lessons where possible but additional discreet SPaG objectives at KS2, using appropriate SPAG resources.</p> <p>Handwriting taught separately but supported across the curriculum using the Martin Harvey scheme of work ( see Handwriting Policy)</p> <p>Phonics to be taught at FS2 and KS1 using the Read, Write Inc scheme. FS1 to follow Letters and Sounds programmes until they are ready for RWI.</p> <p>Accelerated Reading Programme, which is supported by MYON (an online reading system supported by accelerated reading).</p>	<p>Individual books for each subject</p> <p><b>Purple pen live marking</b></p>
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<p>White Rose Maths 'End of Unit Assessment'</p> <p>Termly PUMA maths papers for Y1, Y3, Y4 and Y5</p> <p>Termly past SATs papers for Y2 and Y6</p> <p>Purple pen live marking</p>	<p>Purple pen live marking</p>	
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## Mathematics

### Planning:

- Use of White Rose Curriculum to be used for long term and medium term and to support short term planning and resource lessons.
- The White Rose Curriculum which is linked to the new framework for maths is to be used as a medium-term plan and to check coverage.
- White Rose clearly sets out the blocks of units to be taught over the Autumn, Spring and Summer Terms for each year group.
- This document should also be used to guide pitch, expectation and differentiation.
- Weekly planning is written by the teacher focussing on a particular unit (one unit may take more than one week to complete). The planning shows a break-down of the key structure of each daily lesson (which approximately lasts one hour a day). Planning will detail key questions, resources, how CPA will be incorporated, use of TA, any focus groups, modelling examples and differentiated fluency, reasoning and problem-solving tasks.
- Planning will show how mathematical discussion/peer assessment will be used each lesson and contain a teaching sequence that leads clearly from objective to outcome.
- Differentiation must meet the needs of all children and guided adult support given whenever necessary.

### Content of lessons:

- To be taught daily with a basic structure of Purple Pen Challenge/Consolidation or Correction from previous learning, Arithmetic, Oral Starter including counting/TTRockstars from Y1 upwards (X table practise, Numbots ( Foundation and KS1), Big Question (2 x a week), modelling of strategies/methods, guided practise/Think-together, Practice and Reflect
- Partner/group talk encouraged to solve problems and verbalise strategies.
- Work must challenge pupils, especially the most able, to work hard and achieve their potential as well as offer necessary support to the less able

- Success Criteria shared so that pupils know their expected outcomes.
- Work must challenge pupils, especially the most able, to work hard and achieve their potential as well as offer necessary support to the less able
- Success Criteria shared so that pupils know their expected outcomes.
- Resources and opportunities must be given to pupils to use their mathematical skills and investigate real life problems/complete outdoor maths activities on a weekly basis. This must be linked to the on-going learning for that week.
- Children to be given opportunity to reply to feedback, correct mistakes and attempt challenge questions using Purple pen at the start of a lesson.

### Assessment:

- On-going assessment must be used within a lesson to identify pupils that have achieved the star learner so that they can be moved on and challenged leading to faster progress.
- Formative assessments regularly updated on Bromcom. TAFS on Bromcom used to inform planning and next steps.
- White Rose Maths 'End of Unit Assessment'
- Termly PUMA maths papers for Y1, Y3, Y4 and Y5
- Termly past SATs papers for Y2 and Y6

### Homework:

- Homework:  
Foundation - flashcards for maths, exploring number activities. Y1-6 maths written homework given out fortnightly. After Christmas,, Year 6 will complete homework in their Maths SATs revision booklet. Children expected to access TTRockstars at home as homework to support learning of times tables.

### English

English should be taught daily. All class teachers, with the support of the English Lead, to be responsible for the medium term planning. Teachers are also responsible for the two-week planning of English. All English lessons should incorporate collaborative learning strategies with plenty of opportunities for peer and individual assessment. The use of checklists should be used by children to guide their independent learning.

## Writing

Each two week cycle incorporates a focused writing week. The children are given the opportunity to analyse a text, plan a genre of writing, draft, edit and re-draft. Each half term, all children will be expected to complete two pieces of extended writing in a curriculum subject of their choice. Children should be asked to write in a genre that they have been previously been taught for their extended piece of writing. Children are always encouraged to produce quality writing in all areas of the curriculum.

## Phonics

Phonics is seen as the prime approach for developing early reading and will be delivered daily. FS1 will be taught phonics using the Letters and Sounds listening and attention programme until they are able to access RWI set 1. FS2 upwards will be taught using Read, Write Inc, to the point where children are confident decoders and fluent readers. Lessons will be taught daily and children will be grouped according to their phonological knowledge.

## Reading

Reading should be strongly promoted in each classroom through quality texts on display and children should have access to a reading area in their classroom.

Quality texts are used throughout school to promote the skills of reading. Children will have the reading of texts modelled to them and there are opportunities to read in pairs and independently. Teachers can use this opportunity to assess children's independent reading and update the TAFS on Bromcom accordingly. Children to be listened to independently at least once a week and more so if reading is a weakness. The school library should be used by children to change books and as an area for quiet reading. Adult guidance should be given on the selection of books using the accelerated reading program.

Whole Class reading novel/story to be selected very carefully (and should always be linked to topic content) and should offer stimuli for reading/writing activities. Class Novel should be of interest to both genders.

## SPaG

Teachers to use the National Curriculum progression documents to guide pitch, expectation and differentiation. Where possible, teachers will link objectives to the genre of writing so pupils can be taught discreetly but also apply these skills in a meaningful context.

## Handwriting

Handwriting to be practised using the Martin Harvey handwriting scheme. All exercise books to have Martin Harvey line guides to ensure consistency in standards across all curriculum areas and year groups.

## Science

A Science curriculum has been created collaboratively by the Science leads across the trust. The science curriculum is spiral in nature and is designed to be progressive in terms of both knowledge and skills. The long term plan for science is split into 4 units - Earth and Space, Living Things-Humans, Living Things - Plants and Animals and Technology and the Physical World. There is an expectation that practical working including the 'working scientifically aspects of the National Curriculum will be taught throughout the year across the four units so that children develop their skills appropriately. Science will be taught each week, cross curricular links will be made where appropriate, but some areas of science will need to be taught discretely. Pop quizzes will be used at the start of each unit of work to gauge children's prior knowledge – mini quizzes will be delivered as the unit progresses in order to ensure that the children are learning more and remembering more. Knowledge Organisers are used as memory aids and are stuck into the children's books.

## Foundation Subjects (MFL, Computing, Geography, History, P.E, R.E, Design Technology, Music, PSHE & Art)

Foundation subjects will be planned in-line with National Curriculum expectations and following the long term skills progression and key lines of enquiry documents and teachers will use these to inform their medium term plans. Delivery of foundation subjects and expectations are clearly outlined in the subject statement of intent policies. Subjects are planned astutely to ensure a broad and balanced curriculum. Knowledge Organisers and Pop Quizzes should be used to introduce and evaluate Topics and units of work. (See Appendix 2) In each classroom there are topic areas for each foundation subject with key vocabulary on display.

P.E and music are taught as above but are delivered by specialists from the Trust WPT.

## Effective Planning and delivery at Aston Lodge Primary School

### Plan and teach well-structured lessons

- Planning is to be saved on the shared drive by 6pm on the Sunday prior to starting the teaching week
- MTP saved by end of the first day of each half term
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Work should be adapted to allow for differentiation and personalisation

### The Role of Support Staff

Planning must be emailed to any support staff 24 hours before they are expected to teach/support in the classroom and printed for them. When support staff work with a group or lead a lesson/part of a lesson, feedback must be given to the class teacher.

## Effective Assessment at Aston Lodge Primary School

### Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback, both orally and through live purple pen marking, and encouraging pupils to respond to the feedback.

### Mathematics

- Termly PUMA tests will be given to Y1, Y3, Y4 and Y5.
- Termly past SATs papers (arithmetic and reasoning) will be given to Y2 and Y6.
- All pupils to be tracked using the Bromcom assessment system/skills progression grids. This needs to be regularly updated and used to guide planning and differentiation.
- White Rose End of unit tests to be given to ensure progress and understanding from all pupils.
- Feedback to be given both orally and through high quality marking that addresses misconceptions, gives praise and provides challenge.
- When working as a focus group, feedback and challenge can be ongoing.

### English

- Termly reading PIRA tests will be given to Y1, Y3, Y4 and Y5.
- All pupils to be regularly tracked against the TAF statements on Bromcom both for reading and writing.
- Writing tasks (linked to different subjects) to be set and assessed.
- Moderation of these tasks will take place within each key stage both within school and at a trust level.
- Feedback to be given both orally and through high quality marking that addresses misconceptions, gives praise and provides challenge. When working as a focus group, feedback and challenge can be ongoing.
- Spellings should be tested weekly and given as homework using the age appropriate statutory spelling lists
- Phonics to be tested half termly using the RWI assessments and past phonics screening papers

## Evidence of Effective Learning in Books at Aston Lodge Primary School

### Promote good progress and outcomes by pupils

- All books to be covered
- SLT to scrutinise books using a standardised proforma and written feedback given to teachers half termly
- The same expectations of presentation should be expected across all subjects
- Marking should be up to date with no gaps
- There should be no incomplete work in books
- Books should show clear progression and sequence of teaching
- There should be evidence of lots of purple pen live marking across all subjects
- Marking code should be adhered to See Appendix 4
- Ensure that marking helps pupils to improve their work and achieve their targets by giving clear guidance about how to improve
- Check that pupils' responses to marking is completed to a high standard and correct using a purple pen. If misconceptions are still evident, further guidance and support can be found on the

See Table 2

<b>Maths</b>	<b>English</b>	<b>Science/Topic</b>
Short Date and Star Learner (learning objective) provided for each pupil	Long date written by pupils from Y1 or when the pupil is ready	Long date written by pupils from Y1 or when the pupil is ready
Children encouraged to self and peer assess work	Star Learner (learning objective) provided for each pupil differentiated at least three ways.	Star Learner (learning objective) provided for each pupil – the subject name to be included e.g. science
Marking Policy followed – purple pen for work that is correct, pink for errors that need addressing	Self Assessment, peer assessment and group assessment	Marking policy followed
Photographs of practical / outdoor sessions evident in books	Marking Policy Followed	Photographs of practical / outdoor sessions
Only high-quality worksheets used (pre-trimmed)	Evidence of Progression over time / lesson	Application of maths and English skills
Number reversals addressed through polishing pen work	Clear challenge both in lesson activities and marking	

<p>Evidence of Progression over time / lesson – moving on after successful in 5 questions</p> <p>Clear challenge both in lesson activities and marking</p> <p>White Rose end of term assessments</p> <p>Skills Progression grids</p>	<p>PIRA assessments</p> <p>TAF statements to be updated on Bromcom</p> <p>Statutory spelling lists</p> <p>Daily 20 minuteSpeed Sounds Phonics teaching in Read, Write Inc, followed by a 20 minute paired reading session.</p>	<p>Increased evidence of independent learning</p>
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**Effective Learning Environments / Celebration Displays at Aston Lodge Primary School**

**Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Celebrate pupils learning
- All pupil’s work is celebrated regardless of ability
- In all shared school spaces, the backing paper and borders need to be the same colour, consistent and not over shadow the pupil’s work
- All signage should be laminated and lettering cut out individually
- There should be no clutter in classroom and teacher resources should be stored in stock cupboard (if the children don’t use it then it needs to be put away)
- All drawers and cupboards should be clearly labelled using the same design/format
- Classrooms should be kept tidy and clean at all times
- Curriculum baskets to support current and previous learning

## Whole School Displays Expectations

- In the school hall art work will be displayed from each year group
- Large PRIDE display
- Entrance will display attendance and parent information board
- Main entrance corridor high standards of presentation/handwriting from every year group
- Teachers will be responsible for displays outside their classroom and these need to be used for R.E, Music, P.E, Art & Design, D&T, Topic writing display (areas of the curriculum not represented in the classroom) Displays to be decided between class teachers to show full curriculum coverage and work
- Coat peg labels need to be the same format throughout school

## Classroom displays Expectations

- Collaborative learning strategies should be on display in every classroom.
- There should be a display in the classroom for every subject with key vocabulary visible.
- Nothing stuck on walls
- Washing lines used to display vocabulary
- Windows will also have subject displays.

See table 3 for further guidance

Maths	English	Foundation
<p><b>Learning Walls:</b></p> <p>Changed according to area of maths</p> <p>Keyword collections/ Vocabulary evident</p> <p>The 'Big Question' for the week</p> <p>Knowledge Organisers for the unit of work</p> <p>Calculation examples</p> <p>Text large enough to read</p> <p>Visible to all children in the lesson</p>	<p><b>Learning Walls</b></p> <p>WAGOLL – linked to final product</p> <p>Collaborative learning strategies on display in all classrooms</p> <p>Handwriting examples</p> <p>SPAG constant (washing line display)</p> <p>Children's work</p> <p>Text large enough to read</p> <p>Visible to all children in the lesson</p> <p>Examples of pupils' work</p>	<p>Individual subject displays</p> <p>Changed termly</p> <p>Photographs of real learning</p> <p>Examples of pupils' work</p> <p>Key Vocabulary</p> <p>Knowledge Organisers for the unit of work (science, history and geography)</p>

<p>Any other resources the class teacher feels necessary.</p> <p>Pupils have good access to a range of appropriate resources to support their mathematical learning.</p> <p>TTRockstars display</p>	<p>Washing line prompts on display</p> <p>Key vocabulary linked to the text on display</p> <p>Phonics speed and complex grids displayed in classrooms still engaged in the RWI programme</p>	
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**Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

**For Behaviour and Rewards, please see Behaviour and Discipline Policy**

**Homework at Aston Lodge (See Strive for Pride Guide)**

## Appendix 1, Example of a star learner for English (see English guide for further guides)

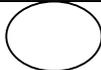
 <b>Star learners: can use a pair of adjectives to make sentences more engaging.</b>	<b>Objective achieved:</b>
I can use a pair of adjectives separated from the rest of the sentence by commas for the maximum grammatical effect.	
I can use a pair of adjectives separated from the rest of the sentence by commas and I can ensure the vocabulary that I can use is tier 2.	
I can use a pair of adjectives separated from the rest of the sentence by commas.	
I can begin a sentence with a pair of adjectives.	

## Appendix 2, Knowledge Organisers

The Great Fire of London		KS1
<b>Key Events and Facts</b>		
<b>When and where did the fire start?</b>	The fire started on Sunday 2nd September 1666 in Thomas Farriner's <b>bakery</b> on Pudding Lane.	
<b>Why did the fire start?</b>	The fires used for baking were not put out properly.	
<b>Why did the fire spread so quickly?</b>	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.	
<b>How did people try to put the fire out?</b>	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.	
<b>How and when was the fire put out?</b>	By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.	
<b>Key Vocabulary</b>		<b>Key People</b>
<b>bakery</b>	A place that makes bread, cakes, etc.	
<b>St Paul's Cathedral</b>	A very large church in London. A new St Paul's Cathedral was built after the fire.	
<b>diary</b>	A book that people write about their lives in.	
<b>firebreak</b>	A gap that stops a fire spreading to nearby buildings.	
		 Samuel Pepys  Thomas Farriner  King Charles II



## Marking Scheme Y1-Y6

Agreed Symbols	
 (green pen)	I agree
	Check your spelling*
	New paragraph (KS2)*
	Check this answer
TAG 	Has worked with Teacher or TA to improve address misconceptions
<b>USE OF PURPLE PEN</b>	This is to be used in the case of live marking or where children show evidence that they have improved their work
*These symbols will not be used against the error but at the end of the piece to allow children to identify and self- correct.	
Green to be seen (indicates what a child has done well in a hot write or longer piece of writing) e.g. The train pulled into the station slowly. Pink to make you think – this will be used with the appropriate symbol at the bottom of the piece of writing for the children to respond to.	

**To be displayed in all classrooms and fully understood by the children.**

Verbal feedback will be given for younger children.

**Policy Agreed: February 2020**

**Policy Review Date: February 2022 Early review Sept 2020 Early review 6.5.21 Early review Sept 2021**