

Redhill Primary Academy Teaching and Learning Policy



Signed

A handwritten signature in blue ink, appearing to read "Fiona".

Mrs Fiona Seddon, Chair of Governors

Approved by: Fiona Seddon	Date:
Last reviewed on:	11.4.24
Next review due by:	Spring 2025

An agreement for learning and teaching

Purpose

This agreement sets out the core policy for learning and teaching at Redhill Primary Academy. The principle is to ensure there is a consistent and clear approach with some fundamental key essentials in learning, so that all individuals will secure progress, no matter how small, in every lesson taught and will enable the school to embed and sustain its high standards.

This agreement is a result of staff, pupil and Governors' discussions and is owned by the teaching team. It is based on our current approaches to teaching and learning and our understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

This agreement sets out our expectations of best practice so that we demonstrate daily:

- **Deep knowledge and understanding of the subjects we teach. That we use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. We identify pupils' common misconceptions and act to ensure they are corrected.**
- **We plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well. We manage pupils' behaviour highly effectively with clear expectations that are consistently enforced.**
- **We ensure we are providing adequate time for practice to embed the pupils' knowledge, understanding and skills securely. We introduce subject content progressively, revisiting and making connections to prior learning through retrieval practice. Through regular pupil progress meetings, we identify and support any pupil who is falling behind and enable almost all to catch up.**
- **Using our clear assessment expectations, we check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. From this, we ensure we provide pupils with incisive feedback, explaining how pupils can improve their knowledge, understanding and skills. The pupils use this feedback effectively.**
- **We set challenging homework, in line with our school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for secondary school.**
- **As a school, we have a clear understanding that speaking, listening, reading, writing and mathematics are taught exceptionally well across the curriculum, equipping all pupils with the necessary knowledge and skills to know more and remember more. For younger children in particular, our phonics teaching is highly effective, enabling them to read and spell unfamiliar words.**
- **All teachers at Redhill Primary Academy are determined that all pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. We have consistently high expectations of all pupils' attitudes to learning.**
- **We aim for pupils to love the challenge of learning and are resilient to failure. We plan learning to encourage pupils to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge,**

understanding and skills. We engage them so they thrive in lessons and take up opportunities to learn through extra-curricular activities.

- We build a culture of feedback within our classes, so that pupils are eager to know how to improve their learning and they capitalise on opportunities to use feedback, written or oral, to improve.
- We provide parents with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected in their child's year group's program of study. Parents are given guidance about how to support their child to improve termly through parent consultation meetings and an end of year report.
- At Redhill Primary, teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

The academy's vision, values and aims are at the heart of all our teaching and learning activities. This policy reflects our mission and aims which are available from the office and on our website.

Principles

The principles that we have agreed are fundamental to children's learning and underpin the work we do. Pupils are on a learning journey made up of incremental steps. These steps are known as components of the curriculum. Our aim as teachers is to help them reach different destinations on that journey. These are known as composites. Children need good models of work to evaluate and have the opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

Definition of Learning

At Redhill Primary we have defined learning in the following ways:

- *A memorable experience which leads children to be able to practise new knowledge and embed it in the long-term memory.*
- **Acquiring and practising new knowledge and skills + application of existing knowledge = new learning (new knowledge is created).**
- **Enabling children to use their existing knowledge and skills and apply them to other contexts.**

We believe that children learn best when learning includes the following criteria:

- Learning is stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable.
- It is built on experience.

- It is based on our good knowledge of the children so that it engages them, and so information gained from assessment is used to set tasks that are perfectly matched to pupils' prior attainment. Teachers plan with a clear understanding of how learning happens and can account for different learners in every lesson.
- The teacher frames and questions the learning, teasing out pupils' understanding so that teachers are exceptionally aware of the degree to which pupils are secure at every step.
- Lessons or tasks are adapted to ensure that children make maximum progress. Adaptive teaching may involve the following strategies: targeted, tailored support, additional practice, breaking down components into smaller parts, acting on information from formative assessment, teaching carefully selected groups, using well-chosen resources.
- There are high expectations of learning and learning is purposeful and relevant – with tasks that are set at a level suitable for individual pupils and achievable if they work hard and try their best.
- Every child owns the learning. They should have a role in the planning, be given clear success criteria, a choice of resources, feedback and agree next steps. They know their own strengths; they are aware of how their learning relates to prior and future learning and receive thorough feedback through discussion and marking to ensure they know how their work can be improved upon.
- We create the best conditions for learning, using resources highly effectively to promote rapid learning regardless of aptitudes and needs. There are a variety of approaches to learning, independent learning, guided and modelled support and peer/pair work.
- They are in a safe setting - where all children are given the opportunity to succeed, receiving the correct level of support and time required to get the most from their learning.
- Clear routines, rules, structures and boundaries are agreed and adhered to.
- There are a variety of different methods of praise used daily, so that pupils feel enthused about their learning, and they therefore apply the perseverance needed to achieve when faced with challenge and difficult problems.
- Teachers stimulate children's imaginations and thought processes.
- The pace of learning is optimised throughout the lesson, so that the time is used effectively in supporting children and securing misconceptions and provides strong foundations for the next learning experience.
- Teachers utilise a range of resources, questions, working walls and children's ideas to support learning (*see Impact of learning, key questions - Appendix 1*).

These agreed ideals within this policy will improve learning in the following ways:

- Everyone is committed to achieving a **consistent approach to learning with very high expectations** (*see Key essential statements - Appendix 2*).
- Children have **a voice** in their own learning and development.

Lessons should include the following items:

- Activation of prior knowledge through some form of daily review, the bigger picture so that children are aware of their end point and the relevance of the learning to the real world - why is important to learn, relevant to my world and my future? (*Using the accelerated learning model - Appendix 3*) This enables children to progress towards a more complex activity.
- Clear success criteria- highlighting at the beginning of each learning experience clearly what the outcome should look like, is referred to constantly to reinforce and for the pupils to be given an opportunity to assess themselves and be each other's critical friend.
- New material explained in small steps.
- Good thought-provoking questions to assess understanding.
- Models provided of more than one example (to agree success criteria, clarify the how pupils did this and set the expectation).
- Teacher modelling – to show how to improve work, how to approach learning etc.
- Guided practice so that children can store new information into the long-term memory.

- Independent practice to produce overlearning which allows for new material to be recalled.
- Work, which is projected/shared and assessed as a class- unpicking the learning and securing this.
- Scaffolds for difficult tasks e.g. word banks, checklists, practical objects etc.
- Self and/or peer assessment – partners assess work together (against relevant success criteria).
- A clear summary of learning and then providing time for improvements and then finally the sharing of next steps.

We recognise that our school is part of the wider world. As a result, we make use of the community to support our learning and also give back to the community when the opportunity arises.

We encourage pupils to be successful learners through fostering the following principles:

- To be willing to have a go.
- To try to see that mistakes are good because they can help all of us get even better.
- To try to be resilient, persistent, reflective and resourceful.
- To be supportive of others they are learning with.
- To be willing to share their learning with others.
- To work hard...

...So they can become good citizens with integrity and respect.

Parents

Parents are essential in helping to support their children's learning.

We encourage parents to support their child/ren in the following ways:

- Attend parent information/workshop/open day sessions/parent consultation meetings.
- Have an open dialogue with the class teacher and teaching assistant.
- To support the school policies (e.g. homework).
- Provide opportunities for children to practise and extend their learning at home.
- Encourage and support children in bringing learning from home back into the classroom.

As a teaching team we are also committed to securing a positive belief in the children that they can achieve and ensure pupils are applying their learning to secure new learning (i.e. learning how to learn across contexts).

And to support each other in our own professional development and communicate effectively with children, parents and other professionals, regarding children's learning and welfare.

Senior leaders in school will ensure they embody the following key standards:

- Be positive role models to their teaching teams.
- Support their teams.
- Monitor and evaluate the impact of learning within their roles and teams.
- Ensure the highest expectations for all pupils are maintained and that all staff are **accountable for the progress and achievement of all.**

Appendix 1: Impact of learning. Key questions for *all* teachers to consider:

LEARNING

- How many pupils and which pupils make exactly which gains in knowledge, skills, ideas and understanding? Are the objectives and criteria clear and at appropriately differentiated levels (with pupils involved in forming these in outstanding lessons)? Are they shared well with pupils throughout learning- so they are effective in making an impact on the pupil outcomes?
- Do children automatically remember the component knowledge the pupils need to know to be successful in a task? Are you using assessment as learning to ensure that children are developing their schema? Do I need to adapt my lesson and go back over prior knowledge to ensure they are ready for more complex material?
- Pace, quantity and quality of work? Are your learners making **progress** in learning in every lesson, no matter how small? Is deep learning achieved, which is extracted and challenged through effective teacher questioning? If not, do I need to adapt my teaching in some way through using the following strategies: targeted, tailored support, additional practice, breaking down components into smaller parts, acting on information from formative assessment, teaching carefully selected groups, using well-chosen resources.
- Am I ensuring that there is a good balance of teacher talk, pupil talk and 'doing'?
- How many pupils (and which pupils) and to what extent are they developing the capacity to work independently and collaboratively?
- Can they explain confidently and clearly what they have learned and why? When reviewing their learning, can they identify what they have achieved and set their own targets with support?
- Do they know how today work is related to other learning and what are the next stages?
- Do they ask questions about their learning, work and their targets regularly?
- Are they used to reviewing their work in relation to learning objectives and success criteria?
- Do they understand how well they are doing and how they can improve?
- Are pupils clear about the criteria used to assess their work, their understanding and do all pupils know their targets?
- Can they apply new learning in a context? Can they apply it confidently?
- Is homework being utilised to support learning?

ACHIEVEMENT

- How many and which pupils are being stretched and working to their capacity? How do you know? Are you systematically and effectively checking learning throughout every lesson with efficient assessment for learning strategies? Are you ensuring that assessment is used thoroughly so that intervention to learning can happen at the most appropriate time and impact on learning- demonstrating a sharp focus and good timed support in all learning?
- Are they doing the best that they can?
- Are they making expected progress and are you aspiring to ensure they make better than expected progress?

ATTITUDES, RELATIONSHIPS AND BEHAVIOUR

- How attentive are pupils? Which pupils are engaged and if some are not, what strategies do you use to re-engage them?
- Are pupils motivated by the learning, excited and driven by the lesson context?
- Are children keen to work? Keen to get on task? Keen to answer questions?
- Do all pupils sustain concentration? Interest? Motivation?
- Are pupils persistent and show perseverance in learning?
- Are they confident to share their learning and know where to go if they don't understand?
- Do pupils respect their learning, the environment and have positive and productive relationships around the classroom and whole school?

- Are you ensuring that behaviour is consistently high, with clear expectations?

CHALLENGE AND ENGAGEMENT

- Is challenge judged in terms of curricular goals not the general categories of activities or activities used in a lesson?
- Are pupils encouraged to work independently? Are those that are reluctant, coaxed and coached so they too can be successful?
- Is there a real commitment in the class to get the best out of each pupil?
- Is there flexible and effective grouping – based on intelligent assessment – that ensures all learning is relevant to the individual and conducive to effective teaching and learning?
- Are children fully involved in the assessment of their own learning and receiving focused feedback to support their next steps?
- Are other adults in the class used effectively and impact on the learning in the class at all levels?

Appendix 2: Key essentials at Redhill Primary Academy for core subjects

Maths

- A daily maths lesson each day in all classes and use of guided maths groups (where appropriate) which focuses on mental arithmetic, problem solving and reasoning about maths. This is to promote fluency, thinking skills and communication in maths.
- All staff using **school agreed calculating policies**.
- Planning shows children are working on age-appropriate expectations, using scaffolds to support children where needed. All children should have an opportunity to ***extend and deepen understanding*** *(NB: Children with complex needs may need a different curriculum offer)*.
- Pre assessments are used to assess children's understanding before each new block. These are used to identify gaps/misconceptions to address within the block.
- **Success criteria and retrieval activities in all children's books.**
- All pupils should have a target for each half term focused on key mathematical knowledge (following the school overview) These are sent home in homework books to be shared with parents, taught and practised in school and assessed at the end of each half term. Children who have not achieved their target should be followed up with additional support/intervention.
- Close the gap marking to be used regularly: at least once per week.
- Where possible, verbal feedback should be provided to the children within the lesson.
- ***Any written comments in books need to be diagnostic NOT descriptive – identifying next steps and be responded to.***
- Post assessments are used to assess children's understanding at the end of each block. This should show progress made towards end of year expectations.
- Assessment sheets with age related expectations should be stuck in the back of children's maths books. These should be completed at the end of each block, either by an adult or by the children (KS2) as self-assessment.
- All work to include a date (number form).
- All maths work to be **completed in pencil**.
- One digit per square should be taught to all children.
- EYFS to use blank books, Y1/2/3 using 1cm squares, Y4/5/6 moving to smaller squares when appropriate.

ENGLISH:

Phonics:

At Redhill we teach phonics with fidelity to a systematic synthetic phonics programme to ensure consistency in practice and delivery. Throughout the Early Years and KS1 we teach phonics daily. Emphasis is placed on the application of sounds through reading and writing.

Phonics is taught daily at a brisk pace

Teaching is extended beyond the dedicated time and is applied and reinforced throughout the day in other subjects

Progress is assessed and monitored by continuous AFL strategies and through individual assessments

Agreed half termly phonic expectations are tracked using the SSP assessment tracker

Our intention is that all children will keep up with the programme. However, any children at risk of falling behind will be quickly identified and targeted for additional intervention to enable them to catch up quickly.

Each session includes the essential - revisit and review, teach, **practice**, apply and assess

The phonics screening test is taken by all Year 1 children in June each year, with those children in Year 2 not achieving the threshold, targeted for further precise intervention to ensure rapid progress to close the attainment gap

All teachers and teaching assistants are well-trained and have a consistent approach to the teaching of phonics

Decodable texts matched to the ELS phonics programme.

Reading:

Our reading programme is tightly matched to our phonics teaching. In EYFS and KS1, children read daily in guided groups. As a school, we ensure that children read phonetically decodable texts until they have completed the end of phase 5 in the ELS programme. This enables the children to use their knowledge of phonemes to decode words. The teaching of high frequency words or tricky words at each stage of the phonics programme also supports the reading development. The children read a range of narrative and non-narrative books throughout school. The provision of books is meticulously organised, from when the children start in the nursery through to the end of key stage 2. Reading attainment is closely tracked through continuous assessment as well as summative assessment. The lowest 20% of readers are closely tracked through school with teachers and teaching assistants prioritising targeted intervention for these children to ensure they make accelerated progress.

Our reading progression document sets clear expectations in terms of decoding, building fluency and comprehension for all year groups.

As the children develop their ability to decode phonetically, the comprehension of text increases in importance with guided sessions focused on inference and deduction, developing a wider vocabulary and broadening the knowledge of authors, genres and themes.

In KS2, we use quality whole class texts, as evidence has shown that this approach to the teaching of reading supports the development of children's comprehension skills, fluency and stamina. Teachers ensure that the text chosen is appropriate to the ability of the class and provides children with a range of questions to develop all areas of their comprehension skills. The long-term overview of whole class reading and guided reading text ensures progression and coverage. Higher order questions extend the more able, with additional support or differentiated texts and questions provided for children who are not yet ready to access the whole class text. There are daily guided reading sessions with an increased focus on building fluency, stamina and comprehension skills which includes our VIPERS questioning. The reading progression document, which sets clear expectations in terms of decoding, building fluency and comprehension, is used to inform planning.

All children should read widely for pleasure and for information across all areas of the curriculum. Reading is interwoven through all subject areas. The library is used to develop independent research and to provide all children with a quiet and well-resourced area to read for enjoyment.

We encourage reading for pleasure by promoting acclaimed authors, sharing quality literature in story time and ensuring that book corners are stimulating with good quality texts in both the classroom and school library. Reading is at the heart of all curriculum subjects, and we believe that every opportunity should be exploited to build stamina and provide independent learning opportunities through reading. Our expectations for reading at home are ambitious, with all children encouraged to read daily and for increased periods of time as they progress through school.

Writing:

We believe that children should be given the opportunity to embed their writing skills and deepen their learning. Because of this, particularly in the early years and KS1, the children work on a smaller range of genres but apply their learning across other curriculum areas. There is an emphasis on precision in all areas of writing: planning, composition, grammar, spelling, handwriting and re-drafting. Through modelled writing and guided writing sessions focusing on children's precise next steps, children secure their knowledge of age-appropriate skills as outlined in the programmes of study for the national curriculum. We expect children to be able to master a range of writing styles confidently, effectively and accurately. Those children who are not on track to achieve the expected standard have precise and targeted intervention to accelerate and embed their learning. We believe that every lesson is an English lesson and an opportunity to deepen learning.

All classrooms are learning resources with quality texts, engaging book corners, tabletop resources and working walls to support the learning process.

The teaching sequence:

The core of the writing curriculum is focusing on learning key skills and the text provides the vehicle for learning.

Key elements that need to be completed for the children to understand text and become good writers are:

- Reading, comparing and evaluating a range of texts
- Identifying and commenting on the structural and language features of the genre
- Text annotation/analysis
- Practising of key skills related to the text type
- Planning an extended write
- Extended writing
- Peer/self-assessment along the journey
- Redrafting and improving

Teachers will use modelling, guided writing, scaffolds and different levels of support to ensure successful acquisition of skills and knowledge for all children.

Spelling, punctuation and grammar

We follow the programmes of study for each year group as outlined in the National Curriculum 2014, supported by the SSP programme. In the Early Years and Key Stage One, spelling is closely matched to phonics teaching with daily sessions providing the children with the opportunity to practise and apply phonemes taught. Additional discrete spelling sessions are taught at Key Stage One to provide the opportunity to teach the spelling curriculum meeting National Curriculum expectations. From Year 1, children are given weekly spelling tests based on words taken from phonics and discrete spelling lessons.

In Key Stage 2, there are weekly discrete spelling lessons which are embedded through retrieval practice and written application. In addition to this, spelling, grammar and punctuation are taught daily through short starter activities and then developed and applied through the writing process.

Handwriting:

We follow the programmes of study for each year group as outlined in the National Curriculum 2014, supported by the Nelson handwriting scheme. There are discrete handwriting sessions throughout the primary phase, with teachers demonstrating the formation of the letters and correct joins.

In addition, in all writing activities, handwriting is reinforced for children to apply the skills taught in discrete lessons.

Targets:

Every child will have a target displayed using the agreed whole school format and gaps that have been identified from independent writing. These targets will be reviewed regularly by teachers. When a target has been achieved it should be dated and highlighted and then a new one written. Teachers use independent writing and hot writes to complete the assessment grids in the back of literacy books which are matched to year group expectations. Identified gaps are then used to inform next steps in teaching.

Children will take ownership of their targets – particularly the older children, who could be encouraged to consider whether they feel they have met their target in a particular piece of work.

Presentation:

The 'long' date and title for each piece will be recorded.

Every piece of work will have Success Criteria in place. This will be highlighted if the child was able to meet criteria within the learning session. If the child needed support, then it will not be highlighted.

Each piece of work will be annotated to indicate the level of support given to complete the task e.g. Tch, TA, Ind

Children who join their handwriting and present their work neatly may be awarded a pen as a reward for effort and achievement with regard to presentation, the high standard should be maintained in order to remain working with a pen. Teachers will monitor that high standards of presentation are maintained. Mistakes will be crossed through with a ruler line.

Coverage:

Children will be exposed to a balance of text types each term – narrative, non-fiction and poetry. Coverage in each unit needs to be thorough so a number of weeks may be spent on one genre.

There should be evidence of work towards the writing journey most days of the week. If there have been speaking and listening sessions or maybe cross curricular writing occurring on a particular day, then teachers should document this.

Marking:

Comments in books will be diagnostic NOT descriptive – we believe that comments should praise the children's achievements but should be specific and move the learning on. Yellow highlights will show where a child has met the success criteria or their personal target. Green highlights will show areas to be improved or inaccuracies in spelling, punctuation or grammar. Some spelling errors will also be addressed by the teacher writing them correctly at the end of the work with children expected to practise three times.

Teachers will ensure the following when marking:

- Children will respond in a different colour –so it is evident.
- Marking will respond to gaps in learning/ assessment/success criteria/targets.

- Children should be involved and should respond.

Assessing writing:

Children will complete at least three pieces of independent writing per term which should secure an assessment judgment. A judgement will be made at the end of the assessment period based on all of the examples of independent writing for that period.

Non-negotiables for Assessment at Redhill Primary School

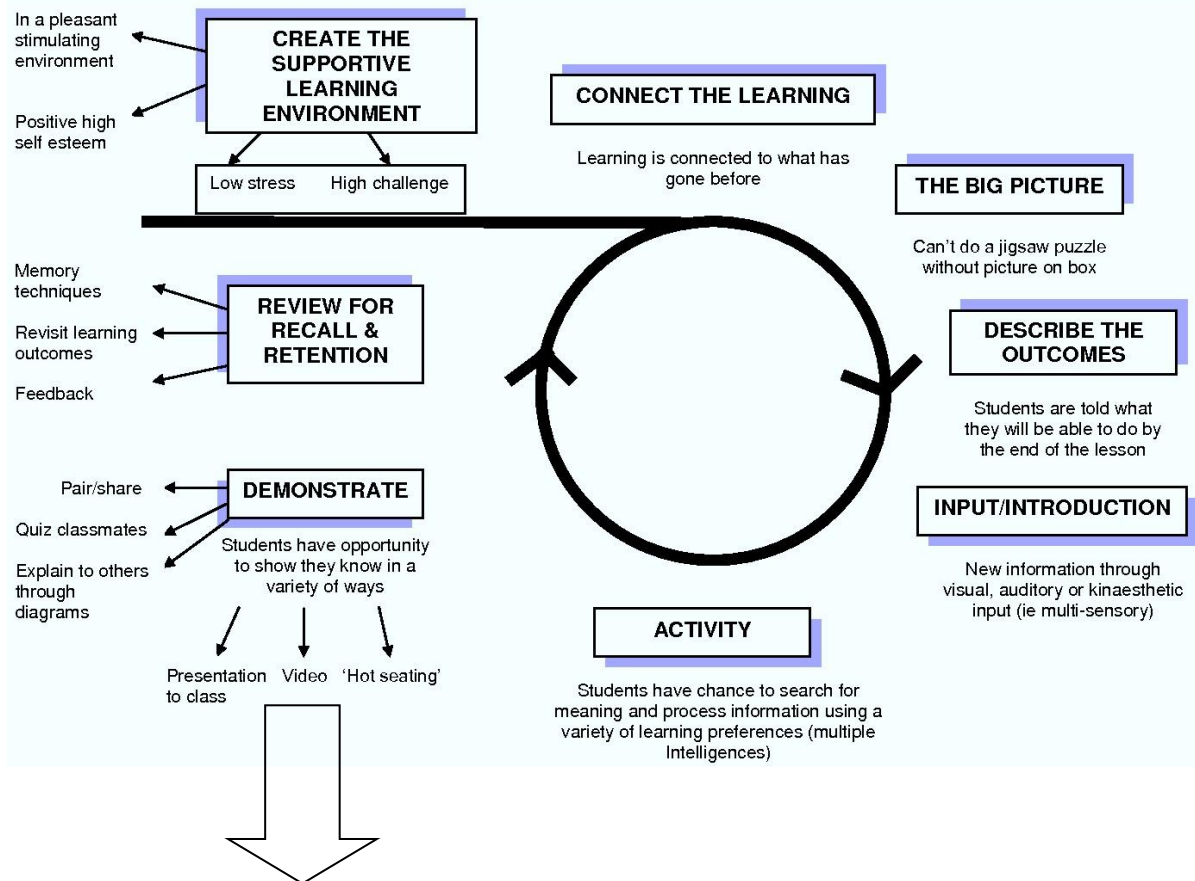
(See also Non-Negotiable Policy)

Aspect	Specific action	Personnel Responsible	Notes
Learning objective led lessons	Objectives taken from National Curriculum Programme of Study. The LO is shared with the children and referred to throughout the lesson and in the plenary, to assess learning. Reference to the whole coverage, the bigger picture, and the relevance of the learning to the real world.	Teachers TAs	
Differentiated success criteria	In Literacy and Maths there may be differentiated s/c to ensure challenge and match to pupils, inc SEN and G&T. Pupils will sometimes be involved in creating s/c. Language should be accessible to pupils. Coding systems T, TA, Ind e.g. highlight/circle when worked with teacher/guided group. This should be stuck below the date.	Teachers	On occasions, we may see examples of children creating parts or all of s/c to reflect that s/c has been devised with pupils.
Peer and self-assessment	Planned and unplanned opportunities for peer and self-assessment at different times of the lesson against the s/c. Purple pen should be used in KS1 and KS2 to show the children are editing and improving their work throughout a lesson.	Teachers TAs	
Assessment for Learning	Teachers evaluate pupil learning throughout the lesson and modify and adapt the lesson when necessary. Teachers use their daily assessments and observations to adapt and modify future planning and learning. Children are given the opportunity to talk and discuss their learning.	Teachers TAs	Brief notes only e.g., recap session to secure concrete learning, or group 1 moved on to group 2 activity to ensure sufficient challenge in lesson.
Revisiting knowledge	Teachers ensure there are plenty of opportunities in all lessons to revisit and revise subject knowledge to embed in the long-term memory e.g. yesterday's learning, last week's learning, last month's learning. Teachers to check children's knowledge through use of retrieval practice to embed assessment AS learning and carefully planned assessment FOR learning opportunities to identify misconceptions and gaps in learning.		
Teaching methods	A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning, and enquiry. Where appropriate, we follow Rosenshine's Principles of Instruction to embed knowledge in the long-term memory: <ol style="list-style-type: none"> 1. Daily review – to strengthen connections and activate prior knowledge. 2. New material in small steps – avoiding overload. 3. Asking questions – the RIGHT questions at the right time. 4. Providing models – cognitive support. 5. Guiding student practice – built in time for learners to rehearse and rephrase. 6. Checking understanding – rather than asking if there are any questions. 7. Obtaining higher success rate – small steps followed by practice. 8. Scaffolds for difficult tasks or other adaptive teaching techniques – temporary supports to assist learning. 9. Independent practice – enables 'overlearning'. 10. Weekly & monthly review – embedding in the long-term memory. 	Teachers TAs	
Questioning	Teachers use a range of questioning techniques to gauge understanding of all groups of learners and allow time for responses.	Teachers TAs	

Lesson organisation	An effective use of time – so pupils can work independently, with groups and in guided situations - ensuring learning time is utilised (self-checking against success criteria).	Teachers TAs	Progression throughout school and age appropriate.
Guided teaching and reasoning	All groups of pupils to work with the class teacher or teaching assistant each week.	Teachers TAs	Teacher or child to highlight Tch. If child has SSA, the SSA can work with another group.
Use of TA	Effective communication with TA in terms of expectations within a lesson. TAs should be used in every part of a lesson actively involving targeted children. They should move around when working with a group offering feedback. They should feedback any misconceptions children may have during the lesson/after the lesson to the class teacher.		
Closing the gap marking	To be done consistently to identify next steps for those children who have worked independently.	Teachers TAs	Yes- teacher to mark all independent groups.
Verbal and written feedback	Teachers make use of praise and encouragement throughout the lesson. <u>All</u> work should be marked using black ink, yellow and green highlighters (identifying errors in spelling and punctuation), with next steps where appropriate. Some children may self-mark using purple pen particularly in	Teachers TAs	Guided group, no requirements to CTG. VF – verbal feedback S- Supported work

	Maths and Guided Reading. Feedback is provided for children which is constructive and enables them to move forward. If verbal feedback is given, they may be no highlighting / written comment but signalled in books.		Pr – Prompted work
Intervention	All interventions should be up and running by the end of the second week of the new term. Where interventions are not having the desired impact, teachers should modify these asap. Intervention timetables should be available to show which children are receiving additional support. Meetings will be held with SENDco and PP lead to discuss pupils with SEN and those entitled to pupil premium. These children should be receiving intervention in any area in which they are not making adequate progress or need support in to achieve ARE.		
Working walls	Pupil's work is changed when a new topic begins in Literacy and Numeracy to exemplify high quality work which shows expectations and stage within the writing process. NB - Once the working wall is established, key vocab, scaffolds, and resources to support that topic, only pupils work needs to be changed regularly. Knowledge map displayed in each class to be utilised to enhance retention and to support teachers/children in revisiting prior learning.	Teachers TAs	
PPA	Teachers are responsible for ensuring that PPA time is used effectively for all strands, planning, preparing, and assessing.	Teachers TAs	
Classroom organisation	All resources and equipment to be accessible and in place to promote pupil learning at the beginning of every lesson	Teachers TAs	
Behaviour management	To be in line with school policy and focus on the positive. To consistently award house points/stickers.	Teachers TAs	
Spelling/ Phonics	Whole school teaching of spelling/phonics, and where necessary in differentiated groups. Phonics in KS1 daily and spelling lesson to be taught once a week with KS2. At start of every lesson a SPaG starter in KS2. Follow-up pupils who don't learn spellings, send letter home, see Team Leader/ DHT/HT. Set corrections for high frequency words consistently.	Teachers TAs	ELS Scheme of Work
Handwriting	Model handwriting daily. Teach handwriting frequently. Set corrections for formation and joins. Correct reversals immediately.	Teachers TAs	
Independent Writing	Independent writing to be completed fortnightly by all classes from Y1 – Y6, extended writing at least at the end of a literacy unit, sometimes there may be opportunities for this within a topic too. VCOP general input allowed for hot write, no other input, no text level teaching. Prompts such as picture, questions, and an opportunity to plan is allowed.	Teachers TAs	NB: When children marking their extended writing, only a few examples should be highlighted.
Presentation	Pupils write the date on the first line of a page. Pupils do not write under the bottom line. Poor handwriting and drawings are addressed. A ruler is used to underline from Year 3.	Teachers TAs	
SEN	Paperwork for SEN pupils in place by the dates requested by SLT. Date to be presented on board using colours to split words into syllables. This aids visual learners. Visual timetable on display in each KS1 class and where appropriate in KS2 (dependent on learners but good practice). Children to have access to adapted equipment that would benefit them, e.g. Pencil grip model, triangular pencils, sloping desk, wobble cushion. Low arousal booth in each class. Word banks easily accessed and resources for learning out on tables (number lines, cubes etc.).	Teachers	
Homework	Homework must be given out on time on the agreed date. Only when agreed as a whole school or SLT, can homework not be sent home. Homework must be acknowledged with a written comment, verbal comment, peer comment, tick, stamp or house points.	Teachers	
Reading books	Teachers in Rec, KS1 and lower KS2 should ensure all children receive their guided reading book by the end of the first two weeks of a new academic year. Upper KS2 classes must ensure all children have an independent book to read by the end of the first week. KS2 teachers must monitor regularly the independent books the children are reading and if not appropriate, good quality, this book needs to be changed for one from the school library or class library. Teachers are responsible for the quality of the independent book as well as the class read. On Monday morning, all children to have reading journals on tables so that the TA can quickly check that reading has been completed at home, signed by parents. The TA then awards appropriate house points, recording these in the journal. A reading slip needs to be stuck into journals each week with, at Rec, KS1 and lower KS2 the title of the book banded guided book, learning objective and a brief support prompt for parents.	Teachers	
Broad and Balanced	Coverage of all subjects to be evident in books throughout school.	Teachers	
Floor books and Seesaw	Floor books to evidence PSHE and RE. Seesaw to evidence computing, music, speaking and listening element in French and PE.	Teachers	

THE ACCELERATED LEARNING CYCLE



Intervening with GUIDED/ precision teaching – based on the assessment information you have, identifying the known gaps for groups/individuals.