



Teaching and Learning Policy

Proud of who we are

*At Seaton Primary we provide an inclusive, child-centred experience. Our ambitious and inspiring curriculum enables all pupils to succeed; children fulfil their potential and thrive in their next step. We draw on the richness of our local environment and community to nurture the whole child and create a sense of belonging. We are **proud of who we are** and what we achieve together.*

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POLICY FOR TEACHING AND LEARNING.

Seaton Primary school: 'Proud of who we are and what we achieve together'

Introduction

Aims

Teaching and learning lie at the very heart of the school's vision. This policy puts the aims of the school into classroom effect. The nature and quality of classroom practice is the single most important factor determining pupils' achievement which lies within our control. This policy aims to:

- To improve the quality of teaching, learning and pupil achievement
- To create a culture of growth mind sets that encourages openness to self -improvement and reflection for both staff and pupils alike.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide an agreed focus and criteria for monitoring teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school's expectations.

This policy is arranged under the following headings:

- 1. Learning Environment**
- 2. Classroom management**
- 3. Routines**
- 4. Expectations**
- 5. Planning**
- 6. Teaching**
- 7. Feedback on Learning**
- 8. Tracking Pupil Progress**
- 9. Teaching Assistants**
- 10. Minimum expectations for pupil's books**
- 11. Homework**

1. Learning Environment

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence is fundamental to learning and therefore to our school.

The physical environment, in which children's learning takes place, should be one which supports and enhances learning.

We will do this by ensuring that each classroom has the following conditions for learning which should be completed in every class by the end of the first week back:

All classrooms should be tidy, free from clutter and should display:

- **Seaton School Values** poster and values boards for children to put their name onto in recognition of the value
- 5 point behaviour scale poster
- British Values Poster
- E Safety poster
- Visual timetable
- Reading Learning Wall
In EYFS & Key Stage 1 this will be the RWI blue pocket and giant frieze with red words and speed sounds on display and linked texts
In Key Stage 2 this will be a working wall based on the current reading text (Copy of the text, visual stimuli, the big question – key vocabulary, examples of modelling by the teacher, digging deeper task completed by children.)
- Writing working wall / washing line displaying the journey of current sequence of learning (see below)
- Maths working wall which gives a clear model of the four formal calculation methods for the year group and displays the class maths journal of the 'Share' concepts that have been modelled in each lesson. Key vocabulary for each unit should be on display.
- Vocabulary wall – all vocabulary words previously taught can move onto this wall to be reviewed regularly. Use of widget imagery alongside vocabulary where possible.
- Class misconceptions whiteboard for maths, and English
- Classrooms must reflect diversity and the cultural capital experiences that the children have gained through their time in the class at Seaton.
- Paper flipchart should be at the front of the classroom for live modelling by the teacher.
- Time out area with copies of reflection sheets in a plastic wallet and sand timer
- History/geography learning wall including key question and key vocabulary
- RE - Key question for the term on display with some visual stimuli and key vocabulary
- Children's accessibility to interactive whiteboards must be considered. Can all children see the board clearly?
- Childline poster
- Safeguarding information
- Progress tracking grids on wall covered in the teacher cupboard for all staff to access.
- Class timetable
- Key spellings on display
- Seating plan

Reading

- A Reading learning wall – key vocabulary, pictures, props, VIPERS
- An inviting book area that promotes a love of reading with books that are well-organised and labelled e.g. themes/genres/authors
- Well-stocked – books appropriate for year group, appropriate authors. Good selection of books facing out (showing front cover) ensure a range of cultures, and themes are available.
- Reading challenge books for each year group
- ZPD books labelled
- Non fiction books linked to topics being studied
- Area for children to recommend/review books.
- Library cards/system to track books taken home.

Writing

- Literacy working wall which should be updated for each writing sequence. The following should be on display: current text, model texts, text maps, exemplars, key vocabulary, photos, story plots, vocabulary generation work, shared writes, shortburst vocabulary captures etc.
- + in Key Stage 1 - RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet*where applicable.
- Spellings – Compulsory age related

Mathematics Display

- A maths working wall which supports the unit of work and display methods being used.
- Key vocabulary.
- The 'modelled' aspect of the share in each lesson should be on display as a class journal to refer back to during reviews. Paper flipchart paper.

Conditions for learning - EYFS/ Year 1 Continuous Provision

In EYFS learning environments, there are conditions for learning for both the indoor and outdoor spaces.

Indoor Conditions for Learning

- Clearly labelled, tidy, and well-resourced classroom that enables child-initiated learning.
- Resources labelled with pictures
- Writing opportunities throughout the setting
- School values boards
- Photos of child with family/parents/carers
- Visual timetable
- Days of the week
- ICT area / accessibility to the interactive whiteboard
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet.
- Key sight words/spellings.
- Stock cupboards are organised neatly.

Writing

- Topic working wall which should be updated for each topic and used as a learning wall during the topic and to support the writing process. The following should be on display: key vocabulary, photos, story links, examples of writing, (e.g. lists, labels, captions, sentences, stories), examples of children's topic work/writing etc
- Separate writing wall 'The Message Centre' to display children's independent writing throughout the year
- Examples of writing, both typed and hand written, are displayed around the setting
- Writing resources such as phonics mats and tricky word mats are accessible indoors and outdoors

Reading

- An inviting book area that promotes a love of reading
- Books should face out, showing the front cover and not stacked behind each other
- 12 reading challenge books to read during the Reception year that go home once weekly, reading challenge certificates given out at 4, 7, 10 and 'Superstar' for all books read
- Area for children to recommend/review books
- Library cards system to track books taken home. 1 library book changed weekly (not currently in place but usually have this when the library is up and running)
- Appropriate books/authors for the year group
- End of day story 'vote' one day a week
- Well stocked books. Books included in different areas of provision (e.g. non-fiction in enquiry area, art books in workshop etc)
- Book bag books and plastic zip wallet for protecting books
- RWI books used in lessons and will be linked to parents from September*
- RWI-Alphabet Frieze*/RWI-sounds charts*/ RWI-blue word wallet*where applicable.

Maths

- A maths working wall which supports the current and recent units of work with methods and key vocabulary.
- Maths visible and opportunities available in all areas.

- 0-20 number washing line in each classroom
- 0-20 child-height number line outside
- 100 square blackboard outside
- 0-20 number tiles outside
- Maths 'area' in provision

Outdoor Conditions for Learning

- Clearly labelled, tidy, and well -resourced outdoor area where child-initiated play is embedded.
- Resources should be well-looked after and organised
- **Mark making throughout setting** - chinks, pens, pencils, chalkboards, easels, paper, card, word mats, sound mats
- **Physical resources** - Hoops, bean bags, quoits, cones, skittles, balance beams, balance boards, scooter boards, planks, crates, tyres, ropes
- **Mud/bark kitchen.** Role play kitchen, chalkboards, recipes/menus, access to mud and natural materials such as conkers, pine cones, flowers, herbs, water.
- **Growing area.** A place for digging. Areas to grow plants. Wellies, spades, watering cans, trowels, rakes
- **Sand and water area-** Sand, buckets, stones, shells, binoculars, sieves, pipes, funnels, nets, counting objects, floating/sinking objects, pipettes, basters
- **Quiet area** - An area for children to be quiet, rest and reflect- Seats, cushions, mats, picnic table, books, clip boards, mark-makers.
- **Wheeled toys area** – Trucks, cars, tractors

2. Classroom Management

Children should be trained in classroom routines relating to tidiness and orderliness.

- Agree a class code of conduct linked to school's values (see Behaviour Policy).
- Take children through the step-by-step behaviour policy (see behaviour policy)
- Explain the school values and the classroom 'values' boards and refer to school values regularly in day to day discussions
- Practise lining up in the playground and walking orderly back into class
- Train children to collect and replace their own resources and keep their work area tidy.
- Set up class monitors to tidy and care for the room and equipment e.g. pencil pots/books/library.
- Teach children the team stop signal to stop the children and gain their attention in class, assemblies, the lunch hall and at playtimes.
- Use of hand signals for quiet and talk to your partner. At all times teachers should use non-verbal cues for transitions.
- Show children how you expect them to sit on the carpet/sit in their chairs – learning bodies.
- Train children on seating plans / lining-up order
- We use a 'no hands up' approach to answering questions to ensure no children opt out of thinking.
- Teach children to raise their hand if they wish to speak to an adult, request support or ask a question rather than call out.
- Groupings of children must be varied throughout the day. For example: mixed ability based, individual, pairs, small groups or larger groups. Pairings should be carefully considered to meet the needs of both learners. Pairings should change throughout the year.
- Use higher achieving children as leaders to support the learning of others in the classroom.
- Children should be trained not to wander around the classroom.
- Children should be trained to use break times to go to the toilet and **not** learning time.
- Registers are completed online using an Excel spreadsheet on Sharepoint. After registration, an adult or child should complete the fire-drill head count and add names of absent children onto the board with a final head count number.

Be consistent and continually remind children of your expectations.

3. Routines

Start of Day:

Registration should be completed by 9:00am.

In KS1, there is a soft entry. Children can enter classrooms from 8:50. There must be an adult in each classroom and work for the children to complete independently.

In KS2, there is a soft entry. Children can enter classrooms from 8:50. There must be an adult in each classroom and work for the children to complete independently.

Teachers must greet their pupils individually in the morning either by standing at the door as children enter the classroom or by greeting them as they find their places.

Playtimes and lunchtimes – See timetables for times

At play and lunchtimes, the first bell signifies the end of play and all children must stop and stand still.

On the second bell, children walk themselves to their classroom sensibly where they are greeted at their classroom threshold by their teacher or TA.

At the end of the school day (3:15 for Key Stage 1 / 3:20 for Key Stage 2):

- Reception, KS1 and Year 3, children will be collected from their classroom by a parent or carer.
- In years 4, 5 and 6, parents can choose to allow their child to walk home on their own or arrange to collect them from the top gate area.

In the Foundation Stage or Key Stage 1, if parents are late to collect their children they wait in class until 3:25 class when they are taken to the main foyer where they will be supervised by the office staff .

In Key Stage 2, if parents are late to collect their child, pupils must take themselves to the main reception and wait for their parents.

4. Expectations

Maintain high expectations of both yourself and all pupils at all times. The adults are the role models for children. Have high expectations of and insist upon the very best of all pupils in relation to:

- **Behaviour and following routines.** Expect children to follow routines and the behaviour policy. Speak to children in a calm, firm manner. We are a **no shouting** school.
- **Dress.** All adults should be smartly dressed. During **PE lessons**, all adults must be dressed in PE kits. Children wear PE Kits into school on the day of their P.E lesson.
- **School Uniform.** It is school policy that children wear a school uniform. If a child does not wear a school uniform, they should be spoken to by the class teacher. If the child continues to not wear a uniform, the class teacher should inform their phase leader and speak to parents. Children may wear black trainers as we encourage them to be as physically active as possible throughout the day at playtimes, lunchtimes and through the daily mile.
- **Jewellery.** For health and safety reasons, jewellery/false nails should not be worn at school (small sleepers and studs are allowed). If a child wears jewellery at school, the class teacher needs to ask the child to remove the jewellery and keep the jewellery safe until the end of the day. Phone calls home should be made if a child has false nails.
- **Time keeping.** Class room doors are open for a soft start between 08:45 and 09:00. Registers close at 09:05. If children arrive late in the morning, they should be spoken to (in UKS2) and if it continues to happen a family member will need to be spoken to (KS1 and LKS2).
- **Possessions.** Children are not allowed to bring mobile phones to school or other valuable possessions. If they do, they must be taken to the office and locked in the safe.
- **Quality and amount of work achieved.** Make it clear to children how much work you are expecting them to complete in a set amount of time. Insist that all pupils complete set work. Expect high standards of presentation - see presentation expectations section.

All staff please ensure that you have read the staff charter.

5. Planning

Teachers are well supported with planning. Each year group plans as a team during shared PPA and an SLT member is available to support.

The school uses the following programmes/associations to support teachers' pedagogy and planning:

- Babcock writing sequences / Literacy Shed / Pobble
- Power Maths / White Rose
- RWI (EYFS/KS1)
- Seaton Key Stage 2 Reading Programme
- RE - Devon Agreed Syllabus
- SRE – Christopher Winters Project
- History – Key Stage History
- Geography – Geographical Association & Royal Geographical Society
- DT - Projects on a Page – D&T association
- Computing - Kapow Computing and Microbit Planning
- Music – Charanga

1) Long term planning.

- The programmes above provide detailed guidance on: expectations, learning objectives, possible teaching activities, resources, approximate time and progression for all year groups.
- The **school has a curriculum map** that breaks up the curriculum areas into manageable termly themes. This ensures breadth and balance in curriculum provision and progression from term-to-term and year-to-year. These can be found in the curriculum folder shared with teachers on one drive.
- Knowledge and understanding and thinking skills are woven throughout the curriculum and made explicit on the curriculum maps for each year group. Each subject has a progression document that teachers should look at when planning in any year group to inform them of children's prior learning.

2) Medium term planning

Teachers need to map out a complete learning sequence for all subjects. The aim of this is to have a clear view of the learning journey the pupils will be taken on and to ensure that key knowledge, vocabulary and understanding is taught along with the necessary thinking skills.

Teachers must map out the objectives for each half term. This should be done on a medium term plan format identifying the learning questions that must be taught in order for the unit objective to be achieved. Consideration should be given to creative cross- curricular links and the following:

- Formal assessment in the core areas will be planned for 3 x a year (see calendar).
- Non-core assessments will be planned for at the end of each unit.
- Planned educational visits and workshops
- Focus weeks / days

3) Short term planning

This includes a weekly timetable and can be produced straight onto IWB slides.

The **weekly plans** should include:

- Learning questions.
- A page with a scaffolded / differentiated activity for any SEN/EAL children who cannot access the whole class activity.
- Challenge questions to encourage depth of thinking for higher attainers

- SMSC. Encourage a sense of awe, wonder and curiosity around learning. Provide reflection time, time to be still, think about core values and beliefs. Develop a clear moral sense- an understanding of right and wrong. Foster creativity, imagination, appreciation for the arts. Draw upon the richness and variety of spiritual resources and religious beliefs. Develop an understanding and respect for diversity, equality, inclusion and difference. Appreciate and understand the different cultures, particularly those represented within the school and community. Develop empathy and compassion, and consideration of what it means to be a human.
- Assessment for Learning strategies-peer/self-assessment.
- Identify the teacher input needed. (Clear models)
- Key questions should be pre - planned.
- Include the role of any additional adults.
- Plan how teacher's time will be used e.g. to work with a particular group. **Teachers should not simply circulate the class in an unplanned way.**
- Save plans/flip charts in in the **Curriculum** area on one drive / google (TBC) Files should be well organised into subjects to allow future teachers to access.
- Back-to-back teaching can be used in the afternoons between teachers for efficiency of planning and resourcing .

All resources for planning are on the school's online platform (Onedrive/google).

The following subjects are to be taught:

- Every day - reading, writing, SPAG, maths, number Fluency
- Every Week – PSHE, science, computing, PE, RE
- history, geography, art, DT, music and MFL may be blocked across weeks or delivered in a few whole days
- Wild Passport - Forest school programmes will run for 6 week blocks

Collective Worship takes place during assemblies.

6. Teaching

Teachers should be up to date with current research into teaching and learning. We use Rosenshine's Principles in Action (Tom Sherrington) to inform our practice. Teaching and learning at Seaton should reflect this. Below is a brief summary of the principles that should be used to inform planning and classroom practice. **The ten principles are in bold.**

1. Sequencing concepts and modelling

Effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps.

- **Present new material in small steps with student practice after each step. (2)**
- **Provide models (4)**
- **Provide scaffolds for difficult tasks (8)**
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.

2. Questioning

Effective questioning lies at the heart of great instructional teaching. This needs to be a highly interactive, dynamic, responsive process.

- **Ask questions (3)**
- **Check for student understanding (6)**
- Ask students to explain what they have learned.
- Check the responses of **all** students.
- Provide systematic feedback and corrections.
- We use a range of questioning techniques to gather responses (cold call, no opt out, what have you understood? Probing, Think pair share, Say it again better, Whole class response on whiteboards, sound wave)

3. Reviewing Material

A major issue in learning is the inevitable process of forgetting. Unless we review what we have learned, our memory of that information diminishes. Retrieval practice supports building long-term memory and a level of fluency in recall.

- **Daily review (1)**
- **Weekly and monthly review (10)**
- Begin a lesson with a short review of previous learning.
- Re-teach material when necessary.
- Incorporate worked examples and quizzes into units of work to review material

4. Stages of practice

Lots of practice is necessary to excel. There is a distinction between guided and independent practice.

- **Guide student practice. (5)**
- **Obtain a high success rate. (7)**
- **Independent practice. (9)**
- Provide a high level of practice for all students.
- Guide students as they begin to practice.

- Prepare students for independent practice.
- Monitor students when they begin independent practice.

Teachers are responsible for ensuring the following:

- Confident **teacher knowledge and understanding** of the subject matter to be taught.
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources.
- A clear question to pupils outlining the learning intention of the session – LQ
- Use of Assessment for Learning.
- Effective teacher input which ensures pupils understand and takes into consideration the different needs of children (use visual images and practical activities to support understanding, ensure that **key ideas and words** are visible and added to learning walls).
- Thorough **resourcing** of activities-with additional resources to support some pupils and stretch others.
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring more able are stretched, less confident are supported although sustained independence should be encouraged at all times.
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments. Teachers must ensure children are given a reasonable and sustained period of time to complete their work.
- **Expectations** of pupil's work needs to be made clear e.g. quantity of work, presentation, and other qualities pupils should be maintaining in their work. Use of the visualiser.
- **Feedback and assessment** which inform both pupils and the teacher of what has been achieved and what needs to happen next. (assessment for learning)

The teacher needs to have planned how they will use **their time** whilst pupils are at work:

- Circulate the room providing immediate feedback on learning with highlighters to address misconceptions.
- Work with particular pupils to support and stretch them on the carpet.
- Assess pupils' progress.

Long-Term Memory

Teachers must take into account how pupils learn and connect new knowledge with existing knowledge. Research shows that there are certain strategies that help to store new learning in the long-term memory. It is expected that teachers will take into account prior learning and help pupils make links with what they already know. Pupils will not retain new information if they can't make links with prior knowledge.

Below are some of the strategies that can be used to aid new information being stored into the long-term memory:

- **Retrieval** – self-quizzing, low stakes tests, use of knowledge organisers, mind maps.
- **Spaced practice** – studying information more than once but leaving considerable time in between so it is harder to recall.
- **Interleave** the study of different problem types – alternating between different problem types improves ability to discriminate between problems
- **Elaboration** – expressing new material in own words. Helps relate it to prior knowledge.
- **Generation** - Attempt to answer a question or solve a problem before being shown the answer.
- **Reflection** – Taking a few minutes to review what has been learned and making connections to life outside the classroom.

Assessment for Learning strategies

Our aim is to create independent learners who can self-assess, make improvements and know how to learn. Teachers must insist on active learning and use assessment for learning strategies to prevent any pupils from becoming passive learners. Teachers must believe that **all** pupils can succeed. We aim to do this by using the following key elements:

The key elements:

- Create a learning culture, where pupils have self-belief and know how to learn and teachers have high expectations and belief that all pupils can succeed
- Pupil involvement at the planning stage – What do they already know? What do they want to find out?
- Pupils knowing learning questions and co-constructing success criteria
- Discussion about what excellence looks like
- Effective questioning
- Talk partners and classroom discussion
- Effective self, peer and teacher feedback

Other strategies:

- In all subjects, children are asked to explain and reason about their work. We encourage dialogue and create a safe environment to challenge each other.
- Use of white boards to instantly assess understanding.
- Use of mini-plenaries to address misconceptions/challenge children/ensure all children are on task.
- Use the language of growth mindset linked to learning.
- Pair talk to assess understanding of all children.
- No hands-up- this ensures that all children have to focus on the task and cannot sit back and disengage themselves from the lesson.
- Sentence openers: (I liked it when... I never knew that...) enables children to start to explain where they are with their learning and achievements.

7. Feedback on Learning

Feedback in the moment

At Seaton Primary we believe that live feedback during the lesson, when learning is taking place, has the most impact on children's learning. **Feedback in the moment** is when children are given immediate feedback on their learning by the teacher, TA or peer and can instantly act upon the feedback. In all lessons, adults should help pupils to seek, receive and use feedback, teaching them to check their efforts against success criteria and consider exemplars analysed at the beginning of the lesson. Adults should circulate and give immediate feedback to children. This can also be done through the teacher stopping for a mini-plenary e.g. work is shown under the visualiser and discussed. Improvement recommendations are given then the class use this learning to improve their own work.

In all books, **pink highlights** should be used to show success and **green highlights** to suggest where improvements can be made. The green highlights should be responded to immediately by the child using their green or purple pen. These edits / elaborations / corrections are evidence that feedback has taken place which impacts on pupil progress. In some instances teachers may need to write to model or scaffold learning next to the green highlight.

Fundamental principles for in the moment feedback:

- Encourage challenge and struggle as the norm when in the learning process.
- Maximise teachable moments through feedback.
- Point out misconceptions and use them as opportunities for self-correction.
- Provide feedback opportunities between students themselves.
- Make all feedback task related (linked to the LQ) rather than ego related (how smart they are).
- Don't give feedback too quickly, too often or at the expense of cognitive demand...allow more struggle, climbing out of the pit, and less reliance on it...but know the student.
- Give and encourage feedback which is just right for each student (not too easy, not too challenging).

Post lesson feedback

Anything which happens after the lesson has questionable value compared to what happens in the moment. It is our intention to attempt to ease teachers' workload by emphasising that often *less is more* when it comes to post lesson feedback. If '**in the moment feedback**' has taken place in the lesson and pupils have been provided with opportunities to review and improve their work, then a written comment after the lesson is tokenistic and possibly a waste of time. However, if in the moment feedback did not take place then a comment may be necessary. Only leave a comment if it will move learning forward. Teachers should consider the impact of everything they do and decide its value. Where comments are made, they should focus on moving the learning forward.

It is important that the pupils know that their work has been looked at and that the teachers know the learning that has taken place and any misconceptions that have arisen but this can be done in many ways.

Strategies that can be used:

- Checking books for planning purposes and to inform the next lesson
- Tick to show work has been looked at/highlights
- Whole class feedback at the beginning of a lesson – overview of what went well and how they could improve.
- Misconceptions board – to be worked on until misconception has been addressed
- Conferencing with students about their work

Feedback at Seaton Primary School

Seaton Primary School identifies feedback as one of the most powerful tools a teacher has with research suggesting it can add +8 months to a child's learning.

Clear **models of excellence** are shared with learners, left on display and referenced when providing feedback.

In the moment feedback is recognised as most powerful. Highlighting and corrections in books indicates a learning dialogue has taken place.

Successes are highlighted in pink and areas where improvements can be made are highlighted in **green**. Children should respond in the moment to green highlights using a green/purple pen.

IPAD stops are used when needed and a child's learning is chosen at random to be discussed against the LQ

Effective
Feedback

Whole class feedback is given at the beginning of a lesson in light of the teacher's findings from looking at work in books.

Misconceptions in books are always addressed this could be through comments, lesson starters, individual feedback, or adapting lesson plans

Pupils are **given time** to respond to feedback. They use a green or purple pen to make changes.

1:1 conferencing is used to move children forward.

The **misconceptions board** is used to address whole class misconceptions. Teachers will revisit these misconceptions regularly until they are addressed.

Feedback in daily writing

- Independent writes and shortburst writing tasks are used to identify class needs and set individual targets for pupils to be addressed in the next sequence of learning.
- Teachers and TA's will use the highlighter pens to indicate where improvements need to be made and the child's success on a daily basis and where ever possible with the child during the lesson.
- Prior to the child editing, the teacher will teach to address any issues that have arisen across the class. The child will then edit their work. They will use the green or purple pen to show their improvements.
- Teachers and teaching assistants will aim to provide feedback through conferencing to pupils as they edit and write.
- Focussed self-assessment and peer assessment can be used to provide feedback to pupils.

Independent Task

- Children will independently write.
- Pupils can self-assess independent writes by referring back to targets set in the elicitation task to see if they have progressed.
- Once the independent task writing is complete, the teacher will re - teach to address common errors and then children will edit to improve their work. This piece is then used to assess writing progress on the EGG assessment sheets at the back of pupil books.
- Teachers will provide a motivational comment linked to the whole outcome after a final write.

Maths

- All questions that have a set answer will be marked by the teacher, pupil or peer marked within the lesson.
- A green highlighter pen will be used to show children where an error has been made during the lesson or before the start of the new lesson.
- Pupils should correct any errors they have made to their work using a green or purple pen.
- Feedback will inform pupils what they have done well and what they need to do next to improve
- Teachers must refer back to subsequent marking to measure the impact their marking is having on the pupils.
- Work must be marked before the next lesson by the child, peer or adult, and where possible, in the presence of the child.
- If children are answering lots of questions incorrectly, they must be identified and brought into a guided group during the lesson or receive intervention in the afternoon

8. Tracking Pupil Progress

We use data from termly assessments to create and update year group tracking grids which monitor the progress of all children and inform discussions in termly 'Pupil Progress Meetings.'

The tracking grids identify which children are on track to make expected/good progress and identify which children may need additional support / intervention in order to meet their progress targets.

Actions to accelerate pupil progress for each child in the 'concern box' are agreed in the meetings and reviewed the next term.

Summative assessment takes place termly and teachers use this to inform teacher assessments which are moderated by phase leaders / DHT/ HT.

Teachers input data into INSIGHT software termly from which tracking grids are made.

Targets are set for each child at the start of the year based on the EYFS and End of Key Stage 1 achievement outcomes.

9. Teaching Assistants

Preparation

It is the responsibility of the teacher to ensure that all teaching assistants are informed about every lesson prior to it. Teaching assistants should be clear on the learning question and the concepts being modelled so that they can mirror the modelling and scaffolding of the teacher when supporting children.

During Lessons

Teaching assistants should be fully involved with children's learning at all times in the lesson whether it is on the carpet, monitoring behaviour during lessons or whilst independent work at tables is being completed. It is not acceptable for a teaching assistant to be simply sitting and watching the delivery of the lesson. Teachers and teaching assistants must have to hand: a pink highlighter pen for marking what has been achieved, a green highlighter pen for immediate improvements.

Teaching assistants should:

- Know who all the target children are in the class (See year group tracking grids) and they should target them both on the carpet and at tables.
- Engage in role play with the teacher (where appropriate) to pretend not to understand concepts to model learning behaviours, draw out misconceptions and encourage children to explain what they know.
- Use practical resources and visuals to support children's learning effectively.
- Spot misconceptions on the carpet on whiteboards/in talk partner discussions and feed them back to the teacher or address them immediately.
- Use questioning to move learning forward instead of telling children the answers.
- Provide feedback for target mastery children.
- Inform the teacher if many children are misunderstanding a concept so that it can be addressed as a whole class or group.
- Live mark effectively in all lessons using highlighter pens and verbal feedback.
- Update the misconceptions boards during lessons from information gathered when live marking.
- Address misconceptions during the afternoon (where directed).

Transition between classes.

Teaching assistants must make sure that behaviour in communal areas, cloakrooms, corridors and in lines is the best it can be. This must be done through positive praise and consistent reminders about walking sensibly and lining up quietly. Children must be supervised during all transitions at all times.

In the playground.

All teaching assistants in the playground are expected to join in and play games with children. They should actively pre-empt misbehaviour.

In the afternoon.

TA's should be involved in RWI 1:1/ reading interventions /addressing the Next Step needs from the morning. In some cases there will be exceptions, where a teaching assistant will need to be in class.

10. Minimum Expectations for pupil books at Seaton Primary - Visible Consistency

Our pupil books must reflect our school value of 'Be the best we can be!' and our school vision of 'Proud of who we are and what we achieve'

- All books must have a printed label with the child's name, class and subject typed onto it.
- Pupil books must all have a consistent style with an agreed colour for the cover of each book colour of each subject book. reading, writing, maths, Science, Humanities, RE, PSHE, Art, DT
- Children write the full date on the top line in their writing books – beginning at the margin on the left-hand side: underlined with a ruler (days of the weeks must be spelt correctly) In other books they should write the short date.
- Leave a line before writing the title (maths journal) or learning question (all other books) which must be copied off the board spelt correctly underlined with a ruler.
- No Scribbling out in books – children must be trained to use a ruler to draw a single line through a mistake and not scribble over their writing.
- Pencils and pens – children write in a pencil until their teacher deems that the child is 'being the best they can be!' with their standard of presentation and handwriting. The use of a pen can be taken away if standards dip. Pens used in school books must be black handwriting pens not personal biros.
- For independent writes children must be trained to write on every other line to allow editing space. Published final drafts should be written without leaving a line.
- Published work for the writing wall must be in pen.
- A learning journeys must be evident in books. In science/humanities learning journeys should show children working scientifically/historically/geographically, raising questions and exploring ideas in order to draw conclusions in line with the curriculum.
- Visuals – where children are writing about a picture the picture should be stuck neatly into the books as a visual for the children to write with. (Down the margin / under the title)
- Live marking/feedback which moves learning forwards must be evident in books
- Spellings – RWI red words, age related compulsory spellings and spelling rules that have been covered in the spelling programme must be spelt correctly in books. Teachers should highlight, within reason, if spelt wrong (appropriately for each child).
- EGG writing assessment cards must completed after every independent write and kept readily available to teachers and pupils. (Back of book or separate folder)
- Maths journals should demonstrate depth of learning. Each journal entry should be individual to each child and reveal their thinking. There should also be a variety of journaling types

11. Layout and Presentation

Presentation of our work

- A sharp pencil must always be used to write with.
- When we can write with a neat joined script, we will become a pen writer.
- Once a child becomes a pen writer, they stay a pen writer unless instructed by an adult.
- All maths work will be completed in pencil.
- All charts and diagrams will be completed in pencil.
- The date goes on the top line.
- The date and the learning question are to be underlined using a ruler with 1 line only.
- We will not write or doodle on the front cover of our books
- Colouring pencils only will be used in exercise books.
- Cross out any mistakes with 1 neat line using a ruler.
- Leave a line and an indent for every new paragraph.
- Rubbers are not to be used unless directed by the teacher.
- All worksheets need to be dated, marked and carefully trimmed before being stuck into books so that they don't overhang the page (we do not fold worksheets).

In all subjects, please ensure that every opportunity is taken for children to self - record and write straight into their books rather than sticking in work sheets. Scaffolds, however, should be stuck in.

12. Homework – Under review Autumn 2022

Reception / Foundation Stage

In the Reception year we will offer parents ideas and practical activities to do at home with their children to support the learning that has taken place that week. This might include practising the letter sounds that have been taught during the week and consolidating the maths learning that has taken place. We may also direct parents to websites or videos to look at with their children. The Reception weekly newsletter regularly contains ideas to support learning at home. We encourage parents to spend free time with their children on sharing enjoyable activities, for example cooking, days out and researching topics that your child is interested in, or ones we are focusing on in school. We hope that, by making this a time that children can spend with their parents engaging in fun activities together, it will be enjoyable for all to take part in.

Parents should read books to and with their child each day, particularly the Reading Challenge books we give out. Sharing books is just as valuable in aiding a child's progress in reading as is a child reading to an adult in school or at home. We will also send home reading sheets or books relevant to each child's stage of development. Parents should aim to listen to their child read their school book at least three times a week.

We will welcome any feedback from parents and children about what they have done either verbally or if they have chosen to make a record of what they have done using our learning journey app.

Key Stage 1 (Years 1 and 2)

Reading

We ask parents of pupils in KS1 to read daily with their child for fifteen minutes. This can include your child reading their school reading books, library books, Reading Challenge books, you sharing books together, or you reading to your child. When sharing a book, parents should engage in some discussion about the text and vocabulary choices.

Maths

All KS1 children should regularly access Numbots (2-3 times a week). Numbots is an online programme used to support number bond knowledge.

Year 2 pupils can also login to TT Rockstars to support with multiplication facts and timetables.

Spelling

In year 1, children will continue to have tricky word ladders to take home, for both reading and spelling – This isn't happening consistently at the moment. I don't know if Annie will want to keep this or change it.

In year 2, children will be set a weekly spelling list of ten words. The spellings will mirror the spelling rule being taught in school that week or will be from the Year 2 Common Exception word list. Pupils need to practise these words at home for their weekly spelling test.

Alongside their spelling list, year 2 pupils should be accessing **EdShed** (online platform). Their class teacher will set assignments in the form of spelling games/activities. This is a fun way to practise age-appropriate spellings and supplements their weekly spelling practise at home.

Wider curriculum

We encourage parents to spend any free time with their children on sharing enjoyable activities, for example cooking, days out and researching topics that your child is interested in, or ones we are focusing on in school (these can be found on our termly curriculum maps).

Key Stage 2 (Years 3, 4, 5 and 6) To be reviewed by SLT Autumn 2022

We ask parents to support their child through reading daily for about twenty minutes (remember this can be a combination of sharing books, listening to audio books and you reading to your child). We expect children to complete Accelerated Reader Quizzes weekly as well as Times Table Rockstars set challenges weekly too.

We also expect them to undertake additional tasks to help support their learning. Children will have either **one piece of Maths or one piece of English homework** every week; this may occasionally be homework related to **Topic or Science**. This be set through Google Classroom.

Spelling homework is currently under review due to the implementation of 'The Spelling Shed' into the school programme.

Amount of Homework During a Week

As they move through the school, we increase the amount of homework that we give the children.

Years 1 and 2 spend approximately **1 hour** a week on home activities.

Years 3 and 4 to spend approximately **1.5 hours** on home activities per week.

Years 5 and 6 to spend approximately **2 hours** on home activities per week.

The above would include time spent reading at home.