

At Hackforth and Hornby CE Primary School, we seek to provide a happy, caring and supportive environment, in which pupils are valued equally and are given opportunities to develop their full potential.

The Teaching & Learning Policy informs classroom practice. Therefore, it is the core policy of the school. It is based on our current practice and understanding of current research. Teachers are expected to refer to the policy during planning, assessment and lesson preparation.

Staff work with the Improvement Committee to update the policy, as necessary, particularly after CPD, to ensure the best provision for our pupils.

Staff and Governor CPD is an agenda item at Improvement Committee Meetings.

The Teaching & Learning Policy includes guidance on the following areas:

1. Planning: Medium Term & Short Term Planning
2. Staff Curriculum Meetings (weekly)
3. Assessment and Target Setting
4. Marking
5. Handwriting & Presentation
6. Display
7. Homework
8. Gifted & Talented Pupils
9. Pupils with Additional Needs.
10. Lesson Monitoring
11. Teaching Staff Planning, Preparation & Assessment time (PPA)

## **1. Planning**

Planning will challenge pupils, securing progression for all pupils across the key stages.

Planning for good progress is underpinned by these principles:

1. High expectations.
2. Accurate assessment.
3. Reference to pupils' age and prior attainment.

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In planning for good progress, teachers refer to:

- National Standards, as described in the 2016 Key Stage Performance Descriptors.
- 2014 Curriculum Year Group expectations: Y1/Y3-5 (Hamilton Trust Material refers)

Teachers plan to secure progress in Literacy across the curriculum. This is reflected in marking across the curriculum.

### **Long Term Planning**

Long term planning is reviewed annually and, if necessary, following the appointment of new teaching staff, to provide 2014 National Curriculum coverage across Key Stage 1 and Key Stage 2. Following these reviews, planning is placed on the website (*review, Spring Half Term, 2017*).

### **Medium Term Planning:**

Medium Term Planning will:

- Focus on specific aspects of progression, around suitable objectives and assessment outcomes.
- Identify strategies and activities that will support pupils in working towards these objectives and outcomes.
- Put learning in meaningful contexts for pupils.
- Detail appropriate texts and resources.
- Be adaptable and evolve to meet pupils' needs.
- Provide planned opportunities to develop pupils' experiences and understanding of key concepts.
- Be evaluated through feedback (from assessment, monitoring, pupil interviews) to ensure that the unit is effective and engaging.

**Medium term plans are submitted to and discussed with the headteacher at the beginning of each half term. Plans are held in a file in the classroom.**

### **Short Term (weekly) Planning:**

Personalised formats are encouraged (word processed or handwritten.) There must be clear evidence that evaluation has taken place to inform "next steps" in pupils' learning. This must also be reflected in marking.

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Plans are to be handed to the headteacher on a Monday morning (handwritten plans may be photocopied); a copy is to be held in a file in the classroom. Short term plans are to include:

- Expectations, referenced to the age related expectations and National Curriculum National Standards.
- Assessment to inform planning (AFL). Where appropriate this will make reference to individual pupils.
  
- Clear success criteria, differentiated across ability. This is shared with pupils through lesson delivery and marking.
- Resources, key vocabulary and key questions.
- Whole class teaching and differentiated group work.
- ICT/writing across the curriculum opportunities.
- Homework, if appropriate

EYFS/KS1 Phonics planning:

Detailed, daily planning for phonics is to be shared with the headteacher and teaching assistants, as appropriate, at the beginning of the week.

Teaching Assistants:

Separate, detailed planning should be handed to Teaching Assistants (HLTA/GTAs) on Monday morning (copy to the Headteacher). This is to be discussed throughout the week.

## **2. Staff Curriculum Meetings**

Key Stage Teachers, with the HLTA, will meet with the headteacher weekly, on a Friday (subject to staff availability) to discuss summative assessment and planning. Weekly work scrutinies (books and pupil files) will take place during these meetings.

## **3. Assessment**

English, including writing, and maths assessments are carried out during the first week of each term. These inform planning and data (Essex Tracker).

Assessment enables teachers, pupils and parents to work together to raise attainment and achievement for all.

Formative assessment should be an integral part of a classteacher's daily practice and is an integral part of planning (AFL).

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Assessment is a continuous process, which helps teachers to gain a detailed knowledge of each child. It allows teachers to review and set pupil targets regularly: at least termly and report accurately to parents.

Assessment informs marking. Marking supports pupil progress. Progress is discussed with parents during termly Parent Consultation Meetings. The Headteacher may attend these meetings.

Parents receive a leaflet, annually, detailing year group expectations for their children.

EYFS/KS1 Pupils read individually to staff at least three times a week. This should be planned by the classteacher and recorded (teacher or KS TA) in the Home-School Record.

Miscue analysis may be used to assess pupil progress, particularly when KS1 pupils move between levels (reading scheme). This will be reported to the Headteacher and discussed at Teacher Curriculum Meetings.

When necessary, identified KS2 pupils receive planned individual or small group reading interventions.

All pupils are encouraged to read at home. This is monitored through a Home-School Reading Record. Parental involvement is acknowledged constructively by the classteacher and, as part of monitoring reading, by the Headteacher.

Pupils progress through The Oxford Reading Tree (supplemented by phonic titles, and other scheme titles for breadth and support).

Governors are asked to listen to readers and ask them questions about their reading. Observations should be discussed with the Headteacher.

Guided reading is used to assess pupils' comprehension, decoding and fluency across appropriate texts. Texts are differentiated to match pupil need. The Headteacher supports guided reading in both classrooms (wef March 2017).

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Spelling is a 2016-17 focus (16/17 School Development Plan: SDP). Teachers and identified support staff have attended CPD (January 2017) to promote delivery and assessment. Homework develops spelling through spelling lists and activities. Spelling is assessed at KS1 and KS2, usually weekly; assessment at KS2 is through the dictation of sentences/short passages, including high frequency words, rather than spelling lists.

Spelling is modelled by teachers during writing, spelling, punctuation and grammar (SPAG) and cross curricular teaching. Teachers model the checking of spelling during lessons, including during introductions, using spelling dictionaries (Barrington Stoke): teachers hold a copy of this dictionary on their desks, and Oxford School Dictionaries. Pupils' spelling is supported by High Frequency Spelling and Topic Word Mats.

At both key stages, pupils are assessed, usually weekly, on the mental recall (timed) of number facts, including number bonds and time tables.

These assessments inform planning, success criteria and homework.

In addition, the following assessments take place at the end of the year.

- Annual Y1 Phonics Screening Check
- Annual Optional Assessments
- End of key stage SATs

As part of The Swaledale Alliance, school subscribes to The Essex Tracker. This supports Y6/7 Transition to secondary schools within the Bedale and Richmond areas.

Pupils are encouraged to discuss their work with teachers, teaching assistants, parents and other adults, including governors, as appropriate. *This is a monitoring focus.* Pupils are rewarded for good work, including effort, and behaviour, with house points and stickers. Achievement is celebrated during Friday assemblies.

Notes and photocopied work, celebrating achievement may be sent home; Key Stage Pupils of the Week receive postcards in the post.

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### **KS2 SATs**

Whilst being careful not to place undue stress on pupils, school prepares pupils for the end of KS2 SATs appropriately, referring to sample DfE questions, mark schemes and commentary for assessments and other published guidance and materials.

Teachers may set classwork and homework linked to this preparation. This homework is usually marked through discussion with pupils in school and should therefore, be returned to school by specified dates. Answer books and associated materials are not sent home for parents.

Pupils may be invited into school to attend extra revision sessions. These are held at the end of the school day and may be offered during holidays.

### **KS1 SATs**

Teachers refer to sample DfE questions, mark schemes and commentary for assessments and other published guidance and materials.

### **Reporting Assessments:**

Reporting regularly to parents ensures that teachers, pupils and parents work together to raise attainment and achievement for all.

- Parents' Consultation Meetings are held termly. The headteacher is available to support these meetings, if required.
- Parents receive a comprehensive report at the end of the year. Parents are invited to comment on this report.
- Parents are invited to discuss the progress of identified SEND pupils, as appropriate.

The Headteacher reports standards, at least termly, to:

- Governors (Headteacher Reports to Whole Body Meetings and Improvement Committee Meetings).
- The school's Local Authority Educational Development Adviser (EDA). The Chair of Governor usually attends these meetings.

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#### 4. Marking

*Marking is for the benefit of pupils.* Effective marking embeds learning; this may be written or verbal. Marking focuses on giving pupils a clear understanding of where they are and how to move on. Marking encourages pupils to take responsibility for their own learning.

Effective marking should be sustainable for teachers:

- Ticks in green pen will show pupils what they have done well. This will be linked to success criteria, including key word spelling and punctuation.
- Key errors, including spellings, should be highlighted by teachers and corrected by pupils, usually in purple pen. Again, this is linked to success criteria, including key word spelling and punctuation. **Pupils must be given time to reflect on the highlights and correct or improve their work.**
- Spelling corrections are written out: usually three times. Pupils may be asked to define these spellings or include them in sentences.
- Brief teacher comments in green pen should focus on success and criteria to move pupils forward.
- Marking may ask pupils to discuss work with them. Pupils are expected to respond to this.
- **Cross curricular and homework writing should be marked as above: consistency of spelling and punctuation is important across the curriculum.**
- Teachers are encouraged to mark and comment on pupils' work during lessons. Focused discussion should be recorded via the teacher/HLTA's initials, the date and a brief comment.
- The Headteacher monitors marking during observations, learning walks and during Friday Staff Curriculum Meetings. This monitoring is recorded discussed with teachers. Governors are invited to look at pupil work, during visits, and discuss any observations with the headteacher.

Observations of individual or small group work, during lessons, may prompt whole class/small group mini plenaries to clarify an objective/teaching point.

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**Numeracy marking** should follow the above guidelines, acknowledging what a pupil has done well, celebrating achievement, highlighting errors and making suggestions (including the modelling of strategies) as to how to move forward. **Pupils should always be asked to practise new strategies.**

**Teacher and Teaching Assistant language should seek to encourage pupils at all times.**

**Teachers and support staff should move around the classroom, scaffolding learning. Staff must always move to pupils, rather than asking them to *queue and wait* at a central point. Whilst waiting for staff, pupils are encouraged to check and, if appropriate, improve, their work.**

FS/KS1: The most effective form of feedback is immediate and verbal. Whenever possible, work in progress should be discussed with pupils and evaluated as it is being completed. This provides a record and allows teachers and support staff to support learning by guiding and encouraging thinking. It also provides an opportunity for the acknowledgement of effort and success towards the learning objective. Such interventions should be recorded, as above, on pupil work or on post-its (agreed record of EYFS observations.)

FS/KS1: Written marking should focus on the success criteria for the lesson and individual pupil targets. Therefore:

- Pupils should be clear about the success criteria.
- Pupils should be encouraged to evaluate and discuss their own work.
- When appropriate, work should also be ticked and highlighted as above. **Highlights should focus on key word and homework spellings and punctuation (to date). Expectations should be appropriately differentiated within year group standards.**

Comments should be discussed with pupils. These should be dated.

Marking and pupil observations (*Post-its* or annotated planning) should inform short term planning (next steps). Teaching Assistants are asked to contribute to this.

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## 5. Handwriting & Presentation

Teachers promote a consistency of legible handwriting and presentation across the school. This encourages pupils' pride in their work.

- Pupils are required to write quickly, comfortably and legibly, in a style which is appropriate to the task. As modelled by teachers, this will usually be an agreed, simply joined (with break letters), legible style in pencil. Letters (with the exception of e and d), are *formed from the top*.
- Phonic screening in KS1 also assesses letter formation, including graphemes. Further support is given to pupils who find letter formation difficult. **Letter formation is introduced with initial sounds**. The correct pencil grip is encouraged throughout EYFS.
- Teachers will ensure that pupils see an effective demonstration and modelling of this style through marking and writing on whiteboards. Whenever possible, word processed resources should enhance this through the CCW Precursive 3 Font.
- Teachers should build in opportunities for pupils to practise handwriting, eg spelling practise and *published* work for display.
- Pupils are encouraged to reflect on and self assess their handwriting. The critical question should be: *Is my writing legible?*
- Clear titles and dates should be evident on all work. Titles may include the learning objective (LO). These may be provided by the teacher on a sticker.
- Underlining should be done with a ruler. KS2 pupils have been given rulers to support homework.
- Pupils should always start their work next to the margin.
- Rubbers are only to be used at the discretion of the teacher (maths, art or diagram work). Pupils should draw a single line through mistakes and correct neatly.
- Pupils' names and the subject are the only things written on the cover of exercise books. **Pupils are reminded of this.**
- Pupils will be asked to repeat work (in class, during breaks or for homework) which is not presented acceptably.
- Homework should be completed, in pencil, to the same standard as classwork.

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## 6. Display

- Whenever possible, word processed, published work should be in the CCW Precursive 3, Comic Sans MS or Arial fonts.
- Other than clearly presented, smart Working Walls, pupils should redraft written work for display. This should be of the highest standard for individual pupils. When *publishing work* for display in school or elsewhere, pupils should be reminded of the purpose of the piece of work and the audience.
- Classroom display should enhance and embed teaching and learning. Displays should be up to date, featuring photographs and pupils' work, including working walls and environmental displays to support learning. Wherever possible, working walls and environmental displays should incorporate pupils' photographs and work.
- Specific displays of children's work should be changed at least monthly.

## 7. Homework

Homework consolidates and reinforces skills and understanding across the curriculum and fosters an effective partnership between home and school.

Pupils usually receive weekly homework developing class work. Spelling is a particular focus for 2016 - 17. Parents are asked to support pupils by signing to say that they have seen completed homework.

Teachers ensure that pupils know when homework should be handed in. If necessary, homework can be completed in school (Breakfast Club, lunch time). Homework, which is handed in on time, is marked, according to the marking statement above.

Homework includes an expectation that all pupils will read every night.

Homework may take the form of preparing for events, including:

- School productions and concerts
- Hackforth Village Show
- Wensleydale Tournament of Music and Speech.
- Church Services
- Pupil Presentations
- Preparation for a visit or visitor.

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Pupils may be asked to learn a poem off by heart. This will be linked to a curriculum focus or festival; eg, Remembrance and Christmas.

At half term/end of term, pupils may be asked to complete a homework project. Governors may be invited to evaluate this homework.

## **8. Gifted & Talented Pupils**

All pupils should be challenged; providing for the needs of gifted and talented pupils, enriches the curriculum for all. As appropriate, *Mastery* is discussed during Staff Curriculum Meetings and during Improvement Committee Meetings.

KS2 pupils who have been identified as performing consistently above their chronological age in aspects of the curriculum will be nominated for Bedale Cluster and Richmond School provision, usually workshops, as available.

Mixed age classes provide an ideal environment for accelerating (or supporting) identified pupils' progress through differentiation and mixed age groupings.

## **9. Pupils with Additional Needs**

Hackforth and Hornby is an inclusive school. There is an expectation that the needs of all pupils will be met in the classroom through high quality differentiation and Quality First Teaching; however, from time to time, a pupil or group of pupils may need additional or different resources or support. Additional and different provision will be discussed between the class teacher, subject leader, SENCO and Headteacher. Outside Agencies will be consulted, as appropriate. Provision is discussed regularly with the pupil's parents.

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## 10. Lesson Monitoring

The governing body is committed to ensuring that classroom observation is developmental and supportive.

**Observations** are required to support Performance Management and School Improvement. They are part of the Performance Management procedure, NQT induction; whole school self evaluation and the monitoring of the curriculum across the school.

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual's performance management targets and whole school self evaluation. This will be determined through discussion with individual teachers, DFE (2012)

Formal classroom observations are only to be undertaken by staff with qualified teacher status (QTS). *Education (School Teachers' Appraisal) (England) Regulations DFE, September 2012*

Observations may form part of the Local Authority EDA's termly visit.

Before an observation, the teacher and observer will:

- Discuss and agree the lesson to be observed.
- Agree the focus of the lesson. This will usually be linked to:
  1. the previous observation.
  2. whole school development.
  3. an individual teacher's performance management targets.
- Agree the date and time of the lesson.
- Agree a time for feedback. Written feedback, linked to Ofsted criteria, will usually be provided within five working days.

DFE guidance (2012), explains that *Learning Walks* and *Drop Ins* are an integral part of whole school self evaluation. These are conducted regularly with minimal disruption; as agreed with staff, these observations are recorded.

The Headteacher has a statutory responsibility for evaluating the standards of teaching and learning and ensuring that proper standards of professional performance are maintained.

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In the case of developing performance and capability procedures the Headteacher will identify lessons to be observed and follow procedures in consultation with the Local Authority EDA and union representatives, as appropriate. The LA's Developing Performance Policy guidelines will be followed. Performance will be judged against Teachers' Standards.

Governors are invited into school (as detailed in the Governor Visits Policy, dates are agreed with the headteacher). Individual governors have agreed link responsibilities (usually to an aspect of the curriculum). Link Governor Visits provide an opportunity for members of the governing body to observe the daily operation of the school and gather information and evidence informally about how children learn and how staff develop the curriculum. Guidance for governors is given in the feedback form for governors (revised January 2017), available electronically and from the school office on arrival.

Governors are asked to report findings to the Headteacher (verbally, supported by the report form) and Chair of Governors (report form). This feedback will be reported at the following full Governing Body and Improvement Committee meetings. Guidance invites governors to visit classrooms, talk to staff and pupils, look at work in books, ask pupils to read and discuss their reading.

Governors are reminded that formal classroom observations are only to be carried out by those with QTS (DFE 2012). Therefore, they are asked not to make judgements on teachers' performance in their report. Governors are, however, encouraged to discuss any concerns, confidentially, with the Headteacher.

#### **11. Teaching Staff: Planning, Preparation & Assessment Time (PPA)**

School acknowledges teachers' statutory entitlement to receive 10% PPA time during the timetabled teaching week. This timetabling is agreed with the Headteacher.

The key objective is to further improve standards of teaching and learning in the school and the work/life balance of teachers.

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*When required, teachers are responsible for planning work to be covered during their PPA time.*

Applications to use PPA for personal reasons, eg medical appointments may be made to the headteacher.

DfE guidance is that the decision to compensate for missed PPA time is determined locally. At Hackforth & Hornby:

- with notice, teachers may be asked to reschedule their PPA entitlement. In this instance, alternative arrangements will be made to protect the PPA entitlement.
- teachers may be asked to attend training courses or visit other schools in their PPA time.

Teachers may, at the discretion of the Headteacher, reschedule their PPA. The decision may be referred to the Chair of Governors.

PPA will not be used for Performance Management meetings. However, if necessary, the Headteacher may ask staff to discuss aspects of their planning or assessments during PPA time.

Members of staff returning after sickness will return to their agreed PPA schedule. As their absence will have prevented them from teaching, they will not receive backdated PPA.

PPA will not be rescheduled as a result of school closure.

Newly Qualified Teachers (NQTs) are entitled to an additional 10% PPA time based on their remaining 90% timetable. NQT Mentors build appropriate CPD into this non contact time.

*Teaching & Learning Policy: Spring 2017 (revised at least annually)  
Presented to and discussed with the Improvement Committee: 18<sup>th</sup>  
January 2017  
Presented to all governors: February 2017*