

# Lambley Primary School



Lambley Primary School  
TEACHING & LEARNING  
and FEEDBACK POLICY

November 2018- Spring 2020

<sup>1</sup>Lambley Primary School  
TEACHING & LEARNING & FEEDBACK POLICY

## Introduction

We are committed to providing a high standard of Teaching and Learning at Lambley Primary School, by delivering an engaging and relevant curriculum through effective teaching strategies. Through the development of best practice and researched based pedagogy, we ensure pupil learning, making effective use of feedback.

The curriculum is the totality of pupils' learning experiences. At Lambley Primary School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of The Primary National Curriculum (2014) and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. Our curriculum also promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils at school for the opportunities, responsibilities and experiences of later life.

Our Individual Curriculum Policies, including our SRE (Sex and Relationships Education), Collective Worship and 'RE for All' document should be read in conjunction with this policy. Please also refer to the marking symbols used in our feedback to pupils (appendix 1)

The curriculum meets statutory requirements.

### Aims:

- To promote high standards in reading, writing and maths
- To promote spiritual development
- To teach Religious Education following the Nottinghamshire agreed syllabus as outlined in the 'RE for All' document
- To build an appreciation of human creativity and achievement
- To allow children to develop a knowledge of themselves in time and space
- To enable children to acquire knowledge and skills in all curriculum subjects
- To enable children to be confident in the use of ICT and responsible digital citizens
- To promote physical and mental development and an awareness of the importance of a healthy lifestyle
- To enable children to be aware of the importance of and participate in the Arts and culture
- To enable pupils to develop moral sensibility through carefully taught values including 'British Values'
- To develop the personal and social skills of each child
- To provide equality of access and the opportunity for all pupils to make progress
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To be relevant and engaging to pupils to help them develop a love of learning

- To provide personal, social, health and economic education including age-appropriate sex and relationships education.

### **Curriculum Planning Rationale**

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we hope to:

- encourage the best possible progress and the highest attainment for all pupils
- respond to the interests of pupils and listen to 'Pupil Voice'
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- Encourage pupils to develop 'Learning Power' and 'Characteristics of Effective Learning'

### **The organisation of the curriculum**

- The curriculum is taught through discrete subjects and linked "topic" areas where relevant
- A whole school and key stage map indicates the broad objectives and the links between subjects
- Units of work are planned, over half a term or full term's duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be. A simplified visual version of this is presented as a 'Topic Web' which is available on the school website.
- SHORT TERM PLANNING is carried out in detail for English and maths and includes essential elements such as learning outcomes, key questions, key vocabulary and differentiation. This planning is adapted and annotated in response to formative assessment and this ensures that teaching has greater impact on learning
- The children are taught in mixed ability groups for all subjects, including Maths.
- Setting/grouping in class may take place for some aspects of core subjects but these groupings are flexible. This enables the teaching to focus on a particular learning need/ next step in learning.
- Units of work are planned using the framework of the National Curriculum
- Our RE scheme of work follows the Nottinghamshire RE syllabus
- We follow the Nottinghamshire Computing Framework

## **Individual Curriculum Subjects**

Subject Leaders create and update policy and vision statements for each subject. Please refer to each of these vision statements for key details. The teaching and learning of core curriculum subjects is outlined within this policy.

**English-** Children in Year 1 to Year 6 follow the [National Curriculum for English](#).

**Phonics-** Pupils in EYFS and Y1 have daily Phonics sessions. At Lambley Primary School, we use resources and materials from Read! Write! Inc (scheme of work) and a range of additional resources such as 'Phonics Play', to teach phonics in line with the recommendations of 'Letters and Sounds'. Teaching and learning makes use of a synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending. Most importantly, lessons are planned according to the children's need, to help develop their love of reading and writing.

Once children have progressed through Letters and Sounds, they then continue to develop their spelling strategies and rules according to the spelling expectations outlined in the English National Curriculum. Some Y2 pupil continue to take part in Phonics sessions for a period of time to ensure they have grasped key knowledge and skills (assessed at the end of Y1 through the Y1 National Screening Check).

**Writing and Grammar, Punctuation & Spelling (SPAG)-** In KS1 and KS2, pupils take part in focused SPAG sessions, following the guidelines of the National Curriculum. Spag.com is used as an IT-based teaching and learning tool both in school and for homework tasks. We also use this resource for our end of term assessments.

Children are encouraged to use their knowledge of text types to write for a variety of purposes. Grammar and Punctuation is taught to match the writing purpose.

Handwriting sessions take place on a weekly basis from Y1-Y6 and pupils are expected to apply these skills in their independent writing.

**Reading Schemes-** We currently follow the Fisher Family Trust Framework for reading and use a range of reading book schemes across the school which is specifically linked to reading levels for both Independent and whole class reading sessions. In EYFS, Key Stage 1 and Key Stage 2, independent reading books follow the Book Band Scheme which is assessed using PM Benchmarking from y1 upwards. In EYFS, the books and are linked to the phonics learning taking place and the phonics stage the children are working at. A system called 'Miscue Analysis' is used to help determine when a child is ready to move on to a new reading book band as part of the PM Benchmarking assessments. For interventions, we use Switch-On which includes one-to-one reading and writing support, 'Inference' small groups and 'Write Away Together'. Across school, agreed strategies are used to support children in de-coding words. Whole-class reading sessions take place two times per week in KS1 and KS2 through use of class reading journals, following the Fisher family Trust framework to ensure progression in skills and coverage of the national curriculum requirements.

**Mathematics-** Children in Year 1 to Year 6 follow the [National Curriculum for Mathematics](#). A copy of the school calculation policy can be found on our website. We use an approach called

'Teaching for Mastery' to help ensure pupils develop a deep level of understanding and reach or exceed the expected level of attainment.

The Mastery approach to teaching and learning places emphasis on the cumulative mastery of essential knowledge and skills. It embeds a deeper level of understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening. The teaching, modelling and use of key vocabulary is a vital element to teaching and learning as it enables pupils to articulate their reasoning and strategies and become effective mathematical communicators.

In developing the teaching and learning of mathematics, we keep up to date with research and work collaboratively with the National Maths Research Hubs.

### **Marking & Feedback**

'Marking' is taken to mean the process whereby a teacher looks at pupil's work, examines it for errors, misconceptions and evidence of learning/ understanding and then responds in some way. The response may be written, oral or through direct teaching intervention. Marking therefore needs to be built into lesson design with regular opportunities for discussion and 'reflection' to support active learning. Marking and evidencing this need to be efficient so that it doesn't steal time which would be better spent on teaching itself, or on lesson design and preparation.

Marking must be motivating, meaningful and manageable. We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective and self-regulated learners in order for them to improve their performance.

Marking and feedback to pupils, both written and oral, are important aspects of assessment. The frequency, type or volume of marking and feedback is determined by the given context and the age of pupils. We feel it is essential to have in place a marking code that is relevant to the context, is consistently used throughout the school and is clearly understood by the children.

Oral feedback is used across school by all adults supporting pupil learning. This feedback aims to help pupils move forwards in their learning in addition to providing praise and helping pupils see what is great about their work. Much of feedback in EYFS and lower KS1 is done verbally, often between the adult and the individual pupil. It responds quickly to learning need and impacts positively on pupil outcomes on a session by session basis. Oral feedback is indicated simply by a symbol in pupil books, a written account of the feedback is not recorded.

Written feedback is used following our agreed marking symbols (see Appendix 1). These symbols are also used as a teaching and learning prompt, to remind pupils what they need to include in their work. The symbols are meaningful to the pupils and help them to move on in their learning.

Monitoring & Evaluation activities ensure that the effectiveness of feedback is reviewed on a regular basis whilst also ensuring consistency across school. We check that pupils are responding to feedback and that it is making a difference to their learning outcomes in later pieces of work.

Marking must:

- be motivating & meaningful
- be a manageable form of record keeping that feeds into children's assessment records;
- be undertaken with the child if possible (often through verbal feedback or learning conversations throughout the session);
- focus on whether the child has achieved the learning outcome for a particular curriculum subject

Feedback must:

- relate to the success criteria of the task;
- lead to an improvement in attainment by highlighting achievement;
- be positive, constructive and acted upon in future pieces of work
- follow the agreed marking symbols
- when written, be presented neatly and clearly

### **Roles and responsibilities**

The Headteacher has responsibility for Teaching and Learning and Feedback, delegating responsibility for curriculum oversight. The Deputy Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key subject leaders and teaching staff.

- Each subject has a Subject Leader who is responsible for specific curriculum development work in their subject area.
- The Subject Leaders ensures that the curriculum has progression and appropriate coverage
- Subject Leaders also have responsibility for the monitoring and evaluation of the teaching and learning of their curriculum subject
- Subject Leaders ensure that all staff are aware of and equipped to deliver the 'non-negotiables' of any teaching and learning development work. Resources are shared and staff are kept informed of monitoring and evaluation timetable activities.

- Teachers are responsible for writing the Medium Term Plans and ensuring the content and delivery of the units of work. They evaluate and monitor standards in their subject
- Class teachers ensure that the curriculum is taught and that the aims, knowledge, skills and understanding are achieved for their class. They plan collaboratively to ensure parity across the year group
- The Assessment Coordinator and Subject Leaders ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention
- The Governors monitor the success of the curriculum at 'Working Party' level and at whole Governing Body meetings through the termly Head teacher's report.

**Date policy updated**

**November 2018**

**Review date**

**Spring 2020**

**Approved by Lambley Primary School Governing Body**

**Signed:**

**D Bathgate**

**Date: November 2018**

**Designation: Chair of Governors**

## Appendix 1

## KS1 Marking Symbols

Teachers mark in green.pen. Children use purple pens to make improvements to their own work.

Symbol	Meaning
LOV / green stamp	You have achieved what the teacher was looking for.
Aa	Capital and lower case letters.
⊙	Full stops.
	Finger Spaces between words.
^	Missing word.
↳	Improvement needed here. Used in Mathematics to highlight a 'slip rather than an error from lack of understanding
Sp	Spelling mistake.
Stealthfully, he manoeuvred across the opening between the trees.	A highlighted section of works means that something is particularly good!
	A red stamp indicates that there is a particular point for improvement for future work.
•	In Maths, incorrect response. Dot used rather than a cross
(T) (TA)	Indicates when the activity has been supported by the teacher (T) or TA, such as a Guided Group.

<b>PTI</b>	Indicates a Mastery Post-Teach Intervention session used to address errors due to lack of understanding/ a learning need.
	Independent work.
	Verbal Feedback given/ Learning conversation.

### KS2 Marking Symbols

Teachers will mark in green. Pupils use purple pens for self-assessment and editing their own work. Black pen is used for peer assessment.

Symbol	Meaning
<i>sc✓</i>	You have met the Success Criteria
<i>Aa</i>	Capital and lower case letters.
	Full stops.
	Finger Spaces between words.
<i>^</i>	Missing word.
	Improvement needed here.
<i>Sp</i>	Spelling mistake.
<i>//</i>	Mark to show where it should be the start of a new line or new paragraph.
	<u>A STAR</u> to say what is really good about the piece of work.
	<u>A WISH</u> to say how the work could be improved.
	In Maths, incorrect response. Dot used rather than a cross
 	Indicates when the activity has been supported by the teacher (T) or TA
<b>PTI</b>	Indicates a Mastery Pre/ Post-Teach Intervention session

	<i>Independent work.</i>
	<i>Verbal Feedback given/ Learning conversation.</i>
	<i>'Highlight Marking' in maths. To direct pupils to complete the feedback instruction.</i>

## APPENDIX 2

### Our Weekly Non-Negotiables

- PE Lessons – One hour in KS1 and at least 1 hour in KS2 (Swimming sessions take every Friday morning for Y3/4 pupils and older pupils who will benefit from some 'catch up' sessions to help them achieve the end of Key Stage expected level). We try to use our wonderful outdoor spaces as much as possible to deliver the PE curriculum.
- Daily Maths lessons using the mastery approach.
- English generally taught through a topic focussed approach with the exception of isolated Guided Reading, Phonics, SPAG and Handwriting Sessions.
- Following on from daily discrete phonics sessions in EYFS & KS1 (Synthetic Phonics using Read! Write! Inc. based on Letters & Sounds), spelling in KS2 is taught weekly using a range of strategies and investigative approaches.
- Computing sessions for all classes which focus on the teaching and application of computing skills and follow the Nottinghamshire Computing Framework 2014
- RE lessons- On hour weekly, following the agreed Syllabus for RE in Nottinghamshire Schools 2015

- High standard of presentation across all subjects with application of handwriting skills and clear expectations. Pupils have to maintain neat, fluently joined handwriting to hold an on-going 'Pen Licence

- Teachers' marking supports children in moving on in their learning, following the marking & feedback policy.