



## **KIRKBY AND GREAT BROUGHTON CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL**

### **Teaching, Learning and Assessment Policy Spring 2023**

#### **Teaching and learning and the school's Christian vision**

Our Curriculum carefully uses the National Curriculum and EYFS framework to ensure all children leave our school with the knowledge and skills intended to live a successful life. With Christian values at the heart, our curriculum is designed to meet the needs of our pupils academically, socially, spiritually and emotionally. We want our pupils to leave this school as confident, compassionate, and aspirational young people who will make a positive difference to the future world.

#### **Core Principles- Our Intent**

At Kirkby and Great Broughton School our teaching is based around our Curriculum Intent

##### **Effective teaching requires...**

<b>Engagement</b>	For ALL children to be actively engaged in their learning and for explanations and modelling to be clear, precise and broken into manageable chunks.
<b>Connection</b>	Teaching included practice and retrieval of previous knowledge. There is a clear understanding of a high-quality end point and learning is linked to themselves and others.
<b>Challenge</b>	All children have high expectations of what they can achieve. Questioning by the teacher is focussed and challenging, ensuring children think hard and with depth allowing children to challenge their own thinking.
<b>To be Self Fulfilling</b>	Children acquire knowledge and skills and understanding that they need for their future. There is an emphasis on growth mindset and a thirst for learning. Feedback allows all children to achieve in every lesson

### Teaching and Learning- Implementing our Intent

In every classroom all children should have the opportunity to access work that enables them to struggle and deepen their learning.

Our Intent	In Every Lesson	Examples of strategies that could be used
Engaging	<ul style="list-style-type: none"> <li>Pupils work harder than teachers</li> <li>All pupils are expected to participate 100% of the time.</li> <li>Active learning is evident</li> <li>Teachers consider carefully the balance between teacher/pupil talk and lesson structure to avoid cognitive overload.</li> <li>Engagement starts as soon as the children are in the room</li> <li>Children have strategies for if they are 'stuck' or 'finished' so time is not wasted by waiting for the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are structured so learning takes place in small chunks eg 'kebab' style planning, 5 part lesson etc</li> <li>'Parachute in' eg picture for discussion, retrieval question on the board, odd one out etc</li> <li>All pupils involved via questioning, partner work, use of whiteboards to show me</li> <li>No hands up</li> <li>'Pupil talk' is always more than 'teacher talk' (eg 70:30)</li> <li>Paired talk and discussion</li> <li>3B4Me</li> </ul>
Connected	<ul style="list-style-type: none"> <li>It is made clear to pupils what they are learning and why and how it builds towards an end product.</li> <li>All lessons involve some retrieval of previous learning</li> <li>Pupils can link to previous learning</li> <li>Vocabulary is introduced, explained and used effectively and builds on vocabulary already taught.</li> <li>Modelling and explanations by the teacher is to the highest standard and adjusted to match the changing assessed needs of the children</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval practices are used eg               <ul style="list-style-type: none"> <li>Low stake quizzes</li> <li>Connect 4</li> <li>Odd one out</li> <li>Scratch</li> </ul> </li> <li>Knowledge mats in all units of work and are used by pupils to refer to</li> <li>Displays and books show how the learning is linked</li> <li>I do, We do, You do</li> <li>Use a visualiser to model</li> <li>Teacher thinks out loud</li> </ul>

Challenging	<ul style="list-style-type: none"> <li>• There are high expectations for ALL children – All children CAN. Resources are provided for scaffolding eg learning walls, equipment, help mats that children can access readily and independently to meet these high expectations</li> <li>• Open ended learning is evident to allow children to challenge themselves</li> <li>• Success criteria and/or learning objectives are challenging and allows children to be clear about how to succeed</li> <li>• Questions are posed carefully including for vulnerable and SEN children that allow them to think harder .Teachers listen to and build on the responses from children.</li> <li>• Children are in the learning zone and can talk about this</li> <li>• No time is wasted in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Pose, Pause, Pounce, Bounce questioning</li> <li>• No hands up- teacher chooses children carefully</li> <li>• No 'closed' worksheets</li> <li>• Backwards learning (give the answer what is the question)</li> <li>• Children refer to 3b4me rather than waiting for the teacher</li> <li>• Teachers do not accept 'I don't know'</li> <li>• Socratic questions/High level Bloom questioning</li> </ul>
Self- Fulfilling	<ul style="list-style-type: none"> <li>• Lessons are structured so children can achieve and feel proud of their learning</li> <li>• Children are taught to use '3 before me'</li> <li>• Teachers use live feedback and ensure all children access their support when needed</li> <li>• Children are given opportunities to work and learn independently, again allowing them to challenge themselves</li> <li>• Teachers do not accept work that is not of a high standard</li> <li>• Language of growth mindset is used consistently.</li> <li>• ALL children are expected to achieve</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and teaching assistants are active throughout the lesson, providing live feedback, support and challenge when required</li> <li>• Praise is given for growth mindset attitudes, not just completing tasks or getting everything correct</li> <li>• Pupils receive feedback from peers</li> <li>• Feedback should be varied and include peer and self-assessment, whole class discussion and critiquing.</li> <li>• Wherever possible and appropriate activities are open ended with limited 'closed' worksheets to avoid a 'lid' on their learning</li> <li>• Where relevant, the curriculum and lessons are relevant to the world and themselves and this is made explicit to the children</li> </ul>

**Kirkby and Great Broughton School**  
**Expectations for Classroom Environments**

**Classroom Environments (English)**

- The English learning wall shows relevant, up to date learning and is used as a support for the children's learning in both reading and writing.
- An attractive, inviting and used reading areas supports learning and helps to develop a love of books.
- Tier 2 vocabulary from reading is on display and used

**Classroom Environments (Maths)**

- The mathematics learning wall shows relevant, up to date learning and is used as a support for children's learning.
- Mathematical vocabulary is evident in every classroom, developed and revisited regularly.
- A range of mathematical resources and interactive activities are easily accessible to children to support them in their learning and promote independent learning.

**Classroom Environments (SEN)**

- Manipulatives are always available for maths lessons, e.g. clocks, numicon.
- Organised table top resources as appropriate to need and age group e.g. word lists, phonic prompts, 100 squares, number lines.
- Beige backgrounds on Smart Notebook pages – no white backgrounds.
- Dyslexia friendly fonts e.g. sans serif fonts, such as Arial and Comic Sans, Sassoon.
- Every class has visual timetable that is used and referred to daily.
- Reading areas as time out spaces to allow children to calm down

**Classroom Environments (Other subjects)**

- Carefully chosen vocabulary related to the subject area is explicitly taught in lessons and shown to children. This is added to throughout the unit and referred to
- All classes have a history timeline that is used to refer back to previous learning. Therefore the older the children the more areas it has- should include eras taught in previous years.
- Main subject wall(s) should include key questions that will be taught in the unit. The wall should be 'built up' throughout the unit with work, vocabulary etc
- There should be evidence of high quality work on display

- Evidence of the Christian aspect of the school –displayed and questions or prompts about the current value for life.
- Reference posters promoting growth mindset and independent learning eg levels of challenge, 3b4me, growth points
- Environments are tidy and organised
- Modelled handwriting is used in line with school policy for age of child

## SEND

**Kirkby and Great Broughton CE VA Primary School**



### **SEND Classroom Non-Negotiables**

<b>Need</b>	<b>Non-negotiables</b>
Cognition and Learning (including dyslexia)	<ul style="list-style-type: none"> <li>• Manipulatives are always available for maths lessons, e.g. clocks, numicon.</li> <li>• Organised table top resources as appropriate to need and age group e.g. word lists, phonic prompts, 100 squares, number lines.</li> <li>• Beige backgrounds on Smart Notebook pages – no white backgrounds.</li> <li>• Dyslexia friendly fonts e.g. sans serif fonts, such as Arial and Comic Sans.</li> <li>• Types LO and SC for dyslexic/SEN children.</li> </ul> <p><b>If recommended for the individual child:</b></p> <ul style="list-style-type: none"> <li>• Reading rulers</li> <li>• Voice recognition technology and access to word processing through individually allocated laptops as required (see SENCO about laptops).</li> <li>• Processing time for questions.</li> <li>• Time out cards.</li> <li>• Sound buttons.</li> </ul>
Communication and Interaction (including ASD)	<ul style="list-style-type: none"> <li>• Every class has visual timetable that is used and referred to daily.</li> <li>• Careful consideration is given to seating plans.</li> </ul> <p><b>If recommended for the individual child:</b></p> <ul style="list-style-type: none"> <li>• Now and Next boards for individual children.</li> <li>• Use of social stories to support social skills and behaviours.</li> <li>• Move and sit cushions, fidget toys/other distress resources, ear defenders as required.</li> <li>• Individual workstation where required.</li> <li>• Sensory boxes if required.</li> </ul>
Sensory and Physical needs (including developmental coordination disorder, visual and hearing)	<ul style="list-style-type: none"> <li>• Careful consideration is given to seating plans.</li> </ul> <p><b>If recommended for the individual child:</b></p> <ul style="list-style-type: none"> <li>• Pencil grips, writing slopes, stabilo pens.</li> <li>• Move and sit cushions, fidget toys/other distress resources, ear defenders as required.</li> <li>• Movement/learning breaks as required.</li> </ul>

impairments, medical conditions)	<ul style="list-style-type: none"> <li>• Carpet spots for KS1 if a child struggles to stay on their hot spot.</li> </ul>
Social, Emotional and Mental Health (including ADHD)	<ul style="list-style-type: none"> <li>• Careful consideration is given to seating plans.</li> <li>• Reading areas as time out spaces to allow children to calm down.</li> </ul> <p><b>If recommended for the individual child:</b></p> <ul style="list-style-type: none"> <li>• Move and sit cushions, fidget toys/other destress resources, ear defenders as required.</li> <li>• Individual workstation where required.</li> <li>• Movement/learning breaks as required.</li> <li>• Time out cards.</li> </ul>

See also SEN in subject documents

### Teaching of Reading

- We teach phonics using Little Wandle . Any child who has not made sufficient progress since the last assessment takes part in a phonics programme to ensure they ‘keep up’ or in KS2 ‘catch up’. (See separate phonics policy)
- All classes are read to every day whenever possible to develop a love of reading and to model excellence in reading aloud
- As well as explicitly teaching reading objectives through our English lessons, we teach reading skills through reading lessons
- Comprehension and inference: From EYFS, children begin to explore the meaning of texts. This begins orally and moves to representing ideas in a variety of ways, e.g. visually and graphically. Comprehension skills are explicitly taught.
- In addition to whole class reading, most children also read individually to an adult. In EYFS and KS1 children should read in school regularly as appropriate to the child’s individual needs. As part of the homework policy, children are encouraged to read daily at home and record this in their reading record.
- Reading for pleasure is promoted and there are designated times for children to read for pleasure. Regular ‘Book Talk’ sessions are held to engage children with new books and authors.

### Teaching of Writing

- Writing at KGB always begins with a high quality and motivational text. This ensures that children are using quality texts to provide them with models for their writing. The text is ‘unpicked’ to inform purpose, structure, grammar and vocabulary decisions for the children’s own writing. Grammar is taught in context in these units. Each unit has opportunities for extended writing. Writing is modelled by the teacher but children are given varied and regular opportunities to write for a sustained amount of time independently (this may include cross-curricular work.) Children are supported through being provided with scaffolds and challenged with ‘greater depth’ criteria in the steps to success.
- Grammar is taught in context of the book/text that the children are working on. However, there is sometimes a need to teach ‘standalone’ grammar lessons but these are always in some context to ensure children understand the purpose of each grammar or punctuation feature.

- Spelling : We teach spelling with the support of the Spelling Shed . However, teachers use additional teaching and resources to ensure spelling is embedded and use investigations to challenge more confident spellers. Teachers always use opportunities to develop vocabulary looking at the etymology (word origin) or morphology (how the word is made up eg prefixes and suffixes) of the words that the children encounter.
- Common exception words identified in the National Curriculum are taught
- High quality written work is on display

#### Teaching of Vocabulary

- Good oracy skills are vital to all aspects of English, mathematics, the curriculum, and the wider world. We know that speaking and listening is at the heart of excellent teaching. Lessons at KGB use these skills to their full. Children are given the opportunity to talk and listen to partners and groups and use the skills with scaffolds to support them (eg sentence starters).
- Oracy is used as a tool for developing vocabulary and understanding of language.
- Tier Two vocabulary is identified through texts and topic work, taught explicitly, explored in context and revisited regularly.
- Current vocabulary is evident in classrooms and referred to regularly by staff and pupils.

#### Teaching of Mathematics

- At KGB we teach mathematics daily. Maths lessons may vary in length but will usually last for about 45 minutes in Key Stage 1 and 60 minutes in Key Stage 2. We believe that if firm foundations are established in key mathematical concepts then children are able to develop a deeper and more cohesive understanding of complex mathematics as they develop.
- Teachers use the White Rose scheme of learning to support the teaching and learning of mathematics to ensure all areas including; number, calculations, geometry and data handling of the Maths National Curriculum are met. Using the White Rose scheme of learning ensures teachers plan for fluency, reasoning and solving within each area as well as using a range of methods to explore key mathematical concepts which appeal to pupils' different styles of learning, employing concrete/pictorial/abstract representations of Mathematical concepts.
- At KGB children are willing to embrace new challenges; they are motivated to have a go, take risks and are not afraid to make mistakes. Teachers make use of misconceptions to further understanding of key concepts. We promote resilient learners with Growth Mindsets and a 'We Can' attitude to Mathematics, whatever their previous level of attainment.
- Lesson are tailored to meet the needs of the learners in each class, and immediate intervention to address gaps in learning where necessary.
- Children are given opportunities to develop and extend their mathematical skills by working individually, in pairs, as part of a group and as a whole class.
- Learning objectives are clear and shared, and children understand these objectives through clear steps to success. They understand how to succeed in their learning through careful modelling from the teacher as well as having opportunities to choose the challenge in their work.
- Teachers use high-quality questioning to explore children's understanding and develop it further. Children are always encouraged to use mathematical vocabulary to reason and explain, and are provided with structured talk scaffolds when appropriate to share their ideas.
- Children are given regular, carefully planned opportunities to apply and use mathematics in real life contexts across the curriculum. For example; measuring in science and technology, consideration of properties of shape and geometric patterns in technology and art, and collection and presentation of data in history and geography.

## Recording Learning

- All drawings and diagrams should be in pencil.
- Felt pens are not used in exercise books.
- Coloured pens will only be used for specific reasons by children, e.g. for improvements, challenge etc
- One single line is used to cross out mistakes.
- Rulers should be always used when underlining and drawing lines
- Any work stuck in should be straight, using the lines or squares as a guide and should be trimmed so that no paper sticks out.
- Absolutely no writing on covers or on the inside covers of books.
- Tippex and corrections pens are not used.
- Pupils should not be allowed to scribble in books.

## Starting new work

Children should be taught where to begin a new piece of work. As a general rule children will start a new page when there are only a few lines left, otherwise they rule off and use the same page.

## Presentation

- All work will be written in pencil.
- Only pencil crayons will be used in exercise books.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will be taught how to use guidelines if writing on plain paper
- Staff will emphasise correct letter formation through the regular teaching of handwriting. Handwriting will be taught with a focus on correct letter formation and, from Y2, cursive handwriting.
- Teachers ALWAYS model the handwriting style on the board and in marking
- The correct handwriting style will be used by adults when marking children's work.
- Years 3 and Year 4 will be the transition time from pencil to pen. Children need to earn the right to use pen in their work. Only appropriate blue ink handwriting pens can be used. It is expected that all children in Year 6 should be writing in pen
- Children will not use biro or gel pen.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will use guidelines if writing on plain paper

## Dating work

- The short date is used and underlined with a ruler, e.g. 16.03.22
- A line is then missed out before starting work
- Title to indicate work content – the learning objective or question.
- Title underlined with a ruler.

## Maths Books



- Only pencil to be used
- Children to be taught to use 1 digit per square
- Work should be set out neatly and in line
- When necessary work is stuck on the left hand side with working to the right

### **Indicating errors**

- Children will indicate an error with one neat line through work or 'magic circle in KS1 and will correct in purple pen.
- Rubbers should not be used to rub out errors

## **Assessment**

There are three main types of assessment used at KGB School:

### **Formative Assessment**

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

- This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and supports them to adapt their teaching approach to improve pupils' understanding.
- Strategies used will vary according to the subject and learning objective taught these may include:
  - use of questioning to evaluate pupil understanding and identify gaps or misconceptions.
  - use of response tasks to get instant feedback of understanding.
  - mini-plenaries to determine understanding at regular intervals and clarify expectations.
  - short re-cap quizzes or recall of facts.
  - exploration of errors and misconceptions.
  - observational assessment.
  - scanning work for pupil attainment and progress.
  - self (or peer) assessment at the end of lessons based on individual learning and learning expectations (eg success criteria)
  - 1:1 or group discussions with pupils.
  - next step marking and feedback (see Marking and Feedback Policy).

## Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period.

- All pupils in Years 1 – 6 have end of year targets based on FFT20 estimates. These are used to track progress and identify where pupils are under achieving. End of year expectations are discussed and reviewed to ensure that there is a clear understanding of attainment expectations.
- Children are assessed in reading and mathematics on a termly basis using a standardised test. Outcomes are analysed along with on-going teacher assessment information to evaluate whether pupils are on track to achieve end of year targeted expectations.
- All staff complete the progress and attainment tracker on a termly basis which feeds into the school's progress and context meetings. These are used to evaluate progress and provision, adapt practice and target individuals who are making slow progress and at risk of underachieving with regards to their individual starting points.
- In writing staff use on-going work within English and across the curriculum to support them in evaluating progress against age expected statements drawn from the national curriculum. Writing grids are completed after each 'star work' piece. These assessments are used to make a judgement against FFT 20 targets.
- Curriculum areas end with a task that assesses learning
- Knowledge is revisited through knowledge mats