



Teaching and Learning Policy

(including assessment, marking and
feedback, homework and the curriculum)

Summer 2024

Introduction

At West Bridgford Junior School, we are committed to creating a learning environment where all pupils thrive and feel confident that they can succeed. We want to provide the best education for the children of our school and equip them with a love of learning that will remain with them into adulthood.

We strive to have a learning culture which recognises each individual's potential, builds self-esteem and rewards success at every level. We want all our pupils to feel secure and comfortable in their learning environment. We want our children to view challenge as a motivator and engage positively with healthy struggle. Teachers build a culture in classrooms where children are encouraged to take risks and challenge themselves. This ethos is reflected in our school aim which is to be a nurturing community which inspires children to develop a love of learning and discover their full potential.

Our emotional well-being is closely linked to our ability to learn effectively. We actively encourage our pupils to understand and be sensitive to other people's feelings. We also encourage the development of emotional awareness in themselves.

Key Principles that underpin great teaching and learning

Purposeful

- All lessons, sequences of learning and outcomes have clear purpose and this is shared with the children
- Learning is relevant to our children and their community

High expectations

- Teachers demonstrate the same high standards that they expect from the children they teach
- Children are proud of the work they produce
- Teachers consistently expect pupils to be the best they can be

Challenge for all

- Learning is planned and resourced skillfully to ensure every child is fully participating and achieving
- High quality questions provoke and extend children's thinking
- Work will be difficult enough for children to engage in healthy struggle

Collaboration and Independence

- Teachers support children to collaborate successfully
- Teachers facilitate independence by providing appropriate models and scaffolds

Knowing more and remembering more

- Lessons are designed to build on children's prior knowledge and are carefully sequenced
- Learning is regularly revisited to ensure children retain key knowledge and make connections
- Teachers provide regular opportunities for practice and retrieval

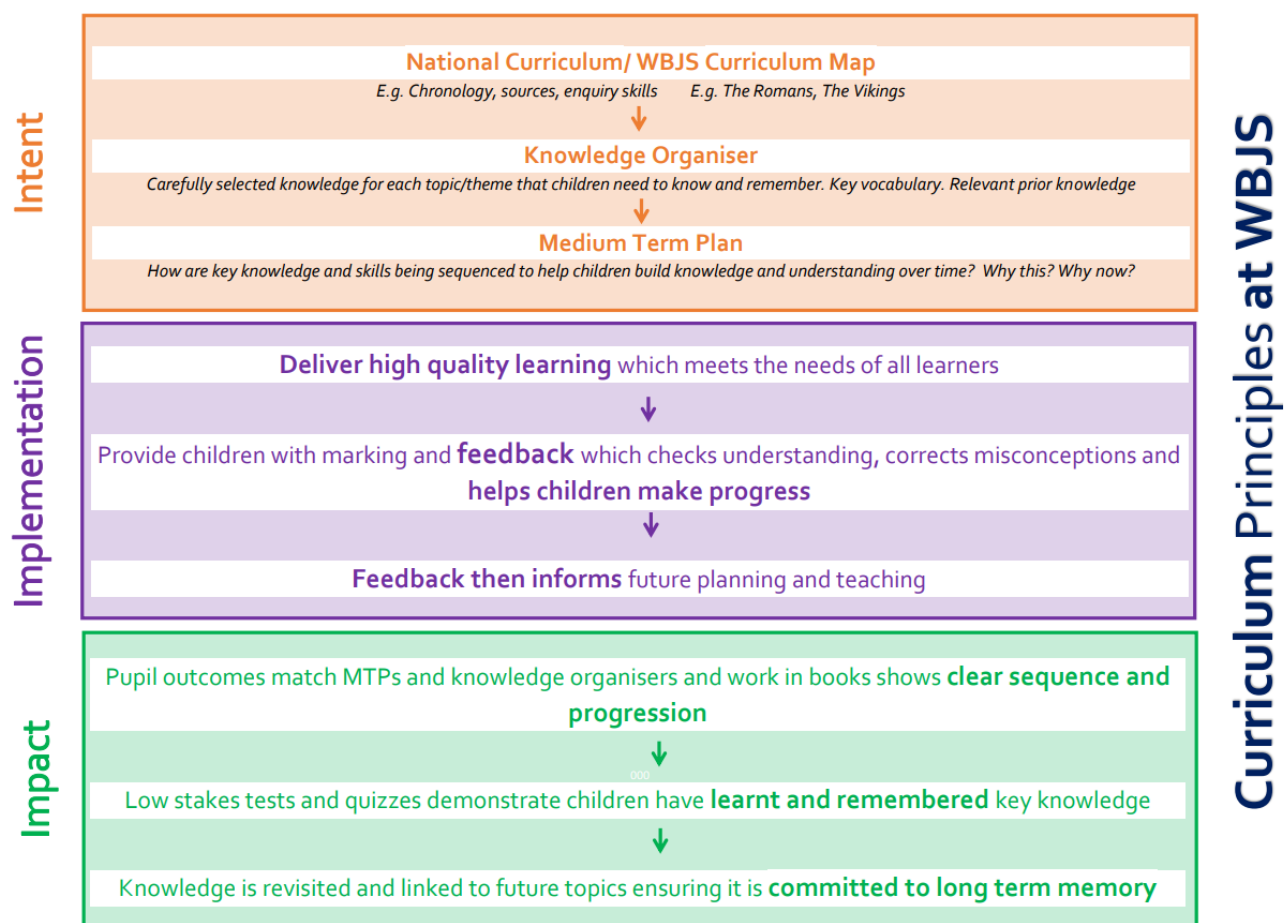
Our Curriculum

At WBSJ we believe our school curriculum is much more than just the National Curriculum. The statutory requirements are just one element which make up our wider curriculum. All teaching staff strive to create exciting and memorable learning opportunities for children both in the classroom and through extra-curricular activities. Trips, visitors in school and theme days take place regularly throughout the school year. Our curriculum looks to develop the whole child as a learner, not just academically but socially and emotionally as well. Celebration of the arts and excellence in sport also play a significant role in our school and our approach to curriculum development.

We have a topic-based approach, choosing themes which engage, inspire and motivate the children. The diagram below outlines our school's approach to curriculum design and delivery.

The expectation is that each topic will start with a high engagement hook - a **Stunning Start**. This could be a trip, a visitor to school or a special day or event which captures the children's imagination and creates a buzz around the new topic. The topic should then culminate in an **Outstanding Outcome** to showcase the learning that has taken place throughout the topic.

Up to date long term and medium-term plans for each year group can be found on the school website.



English

English lessons are planned in year group teams and follow the curriculum maps which have been created in line with the National Curriculum. Creative and innovative planning and delivery is encouraged and celebrated.

We have carefully constructed a reading spine which ensures children access a range of enriching texts throughout the year. Units of work often focus on a particular book; giving children opportunities to write in different genres and contexts with emphasis on the development of writing skills. Other units may focus on a particular genre of writing. In this case, they will begin by immersing themselves in that text type in order to develop an understanding of the features. They will collate ideas and practice writing skills, before planning and writing a longer text of their own. Children proof read and edit their work as part of this process and are taught these skills throughout their time with us.

Throughout school we use a whole class approach to teaching reading. These whole class sessions are taught regularly and focus on reading skills such as prediction, retrieval, inference and giving opinions about a text. When planning, teachers follow a clear structure which supports children to build their reading knowledge and make good progress. At WBJS we recognise the importance of the love of reading and continuously strive to find ways to engage children in texts.

Mathematics

We aim for our children to become fluent mathematicians, competent in a range of mental and written strategies. We give children a wide range of opportunities to solve problems, develop reasoning skills and apply these skills to real life situations. Our year group teams work together, using the White Rose Scheme as a framework, to plan innovative learning opportunities that meet the needs of all our learners. We focus on a progression from concrete resources, to pictorial representations and finally into the numerical abstract in order to aid our children's conceptual understanding. We have designed a strategy for the teaching of multiplication across school which aids children's fluency in this area as we recognise how important this is for their understanding of maths in many areas.

Feedback at WBJS

At West Bridgford Junior School, we recognise that high quality feedback plays an important role in children making progress. Our policy has been created alongside staff and is heavily based on research carried out by the Education Endowment Foundation on 'Teacher Feedback to Improve Pupil Learning.' We understand that teachers are best placed to make decisions about providing children with feedback and with this in mind, we have created an approach which focuses on key principles and helpful strategies when delivering feedback.

Key principles of effective feedback

- Opportunities for feedback should be considered and planned for
- Feedback should be understood, valued and acted on by children
- Staff should routinely use feedback to inform future planning
- Feedback should be given in a timely manner
- Feedback should be clear, concise and focused
- Staff workload should be carefully considered when giving feedback. It should be regular but manageable

- Staff need to understand the needs of all children in their class in order to provide appropriate and constructive feedback

Helpful strategies which could be used when giving feedback

- Providing whole class feedback
- 'In the moment' verbal feedback
- 'Live marking' during teaching sessions
- Mini-plenaries to re-cap learning and correct misconceptions
- Self-marking – teachers then use this information to inform planning
- Peer marking – children need to be taught how to do this effectively
- Use of checklists and success-criteria
- Written feedback in books for children to act on
- Use of coloured highlighters to identify strengths and areas to improve
- Use of mini-quizzes and low stakes tests
- Sorting children's books into piles according to their level of understanding so feedback can be given to the children who need it most and to inform planning
- Individualised targets given through use of post-it notes/flaps in books
- Use of a visualiser to model and discuss learning outcomes

Expectations of staff and pupils

Staff will provide timely, constructive feedback which focuses on the task, subject or self-regulation strategies rather than on personal characteristics or vague comments. Feedback will be planned for and a range of different strategies will be used. Staff will make it explicit to children what feedback is and how it will be shared.

Children will understand how and why feedback is given and be able to talk confidently about how it has helped them improve. They will value feedback and engage positively with it, making changes and completing tasks when directed.

How the quality of feedback will be monitored

- Pupil discussions with SLT and subject leaders
- Professional conversations with class teachers
- Looking at books and finding evidence of improvement between tasks
- Identifying how feedback is routinely used through lesson visits and learning walks
- Discussions at Pupil Progress Meetings and analysis of pupil data
- Children's performance in end of week and end of unit quizzes
- Feedback to whole class will often be evidenced in learning resources, outlining feedback from previous lessons
- Senior leaders trust that class teachers will routinely be using high quality feedback to help children make as much progress as possible

We give you feedback so that you understand how to improve your work and make progress in your learning.

How do we give you feedback at WBJs?



Verbal Feedback

An adult will talk to you to give you immediate feedback on a piece of work you are completing.



Written feedback

This may ask you to check some of your work or give you a further task or question to complete.



'On the spot' marking

This could be verbal or written but will happen during the lesson, as you are working.



Self-marking

Providing answer sheets and getting you to mark your own work and then checking on how you've done.



Checklists and success criteria

A list of things your teachers are looking for in a particular piece of work.



Coloured highlighters

One colour shows you where you have done something really well and another colour shows you where you need to improve.



Ticks or corrections

These will show you what you have got correct or where you need to check something.



Whole class or group feedback

More general feedback which applies to more than one person in the class. This could be given verbally or in written form.



Quiz results

A quiz or test is a great way for teachers to know what you have remembered about a particular topic.

Assessment procedures

Teachers use a wide range of formative assessment strategies every day in class to help them assess children and to inform future planning. They can include marking and feedback of children's work, questioning, low stakes testing, peer and self-assessment.

At the end of each term class teachers carry out a range of summative assessments to help support their teacher judgements and identify any gaps in learning. They use these assessments alongside the Key Assessment Criteria for reading, writing and mathematics to make a judgement on whether the children are working towards, at or below the expected standard for their year group. For more information on the range of assessments used in school, please see the assessment timetable Appendix 1.

Pupil Progress Meetings

At the end of each term, each year group has a pupil progress meeting. The assessment co-ordinator and other members of SLT hold each class teacher to account for the progress of every child in their class in the areas of reading, writing and mathematics. The proforma that is completed before each meeting highlights vulnerable groups within the year group including: Pupil Premium, SEND and EAL as well as those falling below the expected standard. Children who are not on track are discussed in these meetings; identifying reasons why and actions moving forward. By the end of each meeting, year group teams will have a clear action plan which will then be implemented with immediate effect.

Monitoring of Teaching and Learning

There is a rigorous monitoring timetable which supports and develops all aspects of teaching and learning across the school. Individual, constructive feedback is always given to teaching staff after any learning walk, lesson visit or work scrutiny. The lesson study approach to observation is used to allow colleagues to learn from one another and foster a culture of professional development in school. The annual monitoring and quality assurance schedule can be found in appendix 2.

Homework

At WBJs we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved and guide their learning where needed. Parents should feel able to adapt tasks where they feel appropriate, especially if they feel their child is finding the work set too difficult and it is causing them unnecessary stress.

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact the school. With this in mind, we have made changes to the way we approach homework as a school.

Instead of sending home 'traditional' Maths and English homework every week, we encourage parents to use the time they would have spent on these tasks listening to their children read, helping them to learn their times tables and supporting them with learning their spellings.

Our expectation is that an adult read with their children at least 4 times a week for 10 – 15 minutes and records this in their reading diaries. We know that '*Children who are good readers enjoy reading and subsequently choose to read more. As a result, they develop their vocabulary and reading strategies better than those who are reading less.*' (Bradford Research School, March 2018)

Children's knowledge of times tables underpins much of what they learn in mathematics and gives them confidence when carrying out more complex calculations as they progress through school so we also encourage parents to practise times tables with their children several times a week.

In Year 6, children use the CGP Maths and English books and work their way through these throughout the year, having a Maths and English task set each week. This is firstly to help them prepare for SATs and secondly to help them prepare for the type of homework they will receive at Secondary School.

WBJs Champions

Our seven WBJs champions help us to improve and reinforce our learning behaviours. The skills linked to these champions are taught throughout the year and opportunities to practise them are carefully woven into lessons. These were designed by the children and each have several progressive 'I can' statements which help children to have a better understanding of what makes a successful learner. Our seven WBJs Champions are:



Year 3 & 4

"I ask questions about my current topics; I carry out research using prompts from my teacher; I want to know how and why things work; I notice patterns and connections in my learning; I love gaining new knowledge in school"



Year 5 & 6

"I ask questions about my current topics and the wider world; I carry out research independently; I think of possible reasons for how and why things work; I can explain patterns and connections in my learning; I love gaining new knowledge in school and beyond"



Year 3 & 4

"I am happy to be creative; I think up new ideas and questions; I think outside the box; I let my imagination go; I can think of a way to solve a problem"



Year 5 & 6

"I seek new opportunities to be creative; I have confidence to create new ideas; I challenge the norm and take risks with ideas; I draw on my imagination to inspire ideas; I can think of different solutions to a problem"



Year 3 & 4

"I have the confidence to give things a try; I volunteer ideas; I understand what the term 'comfort zone' means; I sometimes step out of my 'comfort zone'"



Year 5 & 6

"I independently take opportunities for new learning and experiences; I volunteer ideas regularly; I feel confident enough in myself to step out of my 'comfort zone' and take risks"

**Year 3 & 4**

"I listen to others to help my learning; I can share my ideas when it is my turn; I can take on an allocated role; I am comfortable to ask for help from my peers; I can support others with their learning"

**Year 5 & 6**

"I can actively listen with interest to learn from others; I can communicate my opinions and ideas thoughtfully; I can select a role within a group depending on my strengths; I have a natural empathy ensuring that I make people feel valued even if I disagree; I actively seek and accept help and offer guidance to others"

**Year 3 & 4**

"I know what my strengths are and can talk about things I need to get better at; I review my work with support; I can identify the best bits of my work; I try to be better than last time"

**Year 5 & 6**

"I can set myself targets to improve my work; I independently review my work; I can celebrate my own achievements; I always strive to be better than last time"

**Year 3 & 4**

"I know that it is important to keep trying; I know that I must try to use strategies and prompts before asking for help; I don't give up"

**Year 5 & 6**

"I can learn from my mistakes and try something new to move forward; I know that getting things wrong is important and part of my learning journey; I can adapt and try again"

**Year 3 & 4**

"I recognise other people's differences; I understand what makes a good citizen; I show respect to everyone and everything; I use kind and helpful language"

**Year 5 & 6**

"I can understand and celebrate others' cultures and differences; I demonstrate the ability to be a good citizen; I model respectful behaviour and intervene if I see examples of disrespect; I always show kindness and empathy to others"

Appendix 1
West Bridgford Junior School
Assessment Timetable



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Phonics screening and Benchmarking where required Half termly review Review previous SEND support plans and set new targets	PIRA reading assessment WRM end of Autumn Year group writing moderation Pupil Progress data Phonics screening if required	Half termly review Phonics screening if required Review previous SEND support plans and set new targets B squared assessment/ pre-key stage for SEND	PIRA reading assessment WRM end of Spring Year group writing moderation Pupil Progress data	Half termly review Review previous SEND support plans and set new targets	Year 3 Testbase end of year assessments for reading, maths and GPS Year group writing moderation Pupil progress data Pre key stage assessments for SEND
4	Benchmarking for key children Half termly review Review previous SEND support plans and set new targets	PIRA reading assessment WRM end of Autumn Year group writing moderation Pupil Progress data	Half termly review B squared assessment/ pre-key stage for SEN Review previous SEND support plans and set new targets	PIRA reading assessment WRM end of Spring Year group writing moderation Pupil Progress data	Half termly review Review previous SEND support plans and set new targets	Year 4 Testbase end of year assessments for reading, maths and GPS Year group writing moderation Pupil progress data Multiplication test Pre key stage assessments for SEND
5	Benchmarking for key children Half termly review Review previous SEND support plans and set new targets	PIRA reading assessment WRM end of Autumn Year group writing moderation Pupil Progress data	Half termly review B squared assessment/ pre-key stage for SEN Review previous SEND support plans and set new targets	PIRA reading assessment WRM end of Spring Year group writing moderation Pupil Progress data	Half termly review Review previous SEND support plans and set new targets	Year 5 Testbase end of year assessments for reading, maths and GPS Year group writing moderation Pupil progress data Pre key stage assessments for SEND
6	Benchmarking for key children Half termly review Review previous SEND support plans and set new targets	PIRA reading assessment WRM end of Autumn Year group writing moderation Pupil Progress data	Practise SATs Half termly review B squared assessment/ pre-key stage for SEN Review previous SEND support plans and set new targets	Practise SATs Year group writing moderation Pupil progress data	Practise SATs SATs in reading, maths and GPS. Year group writing moderation. Half termly review Review previous SEND support plans and set new targets	KS2 TA data submitted Pupil Progress overview-based on SATs results Pre key stage assessments for SEND
All year groups	Ongoing formative assessment using Key Assessment Criteria. Ongoing use of B squared primary steps for SEND Low stake testing and quizzes. End of week tests WRM end of unit tests. Times table tests (TT Rockstars/gg club) Benchmarking when appropriate.					

Appendix 2

West Bridgford Junior School

Annual Monitoring and Quality Assurance Schedule

		Head/ SLT	SENCO	Subject Leaders/ Class teachers	Governors	Pupils	External
Cycle A	Autumn 1	<ul style="list-style-type: none"> Analysis of end of KS2 data Review SIP priorities and their appropriateness Review Whole School Child Protection Policy and Anti-bullying policy Review impact of Pupil Premium spending and update PP strategy Carry out Learning walks- environment ECT observation Attendance and behaviour monitoring Review and monitoring of staff and pupil wellbeing Fortnightly DSL meetings to review safeguarding practices. Appraisal objective setting Review subject leader action plans and SEF 	<ul style="list-style-type: none"> SENCO to review data for SEND children Communicate with all parents of children on the SEND register Complete Learning walks for all SEND children Review the completion of support plans and ensure they are sent out TA CPD meetings Review nurture provision 	<ul style="list-style-type: none"> Review and evaluate previous action plan and SEF and write new action plans Complete pupil interviews via class rotation. P.E lead to set Sports Premium priorities for the year. Cycle A subject leader carry out monitoring, complete monitoring form and feed back to class teachers and SLT the findings and the next steps. English and Maths leads to complete monitoring activities according to subject action plans. Lesson study Interim reviews for concern children 	<ul style="list-style-type: none"> Evaluate the appropriateness of the SIP priorities Review link subject action plans Ask questions about the HT report. Review one section of the SEF 	<ul style="list-style-type: none"> School council meeting and election of new school council reps. Pupil interviews with subject leaders 	<ul style="list-style-type: none"> Springboard
	Autumn 2	<ul style="list-style-type: none"> Review the subject leader monitoring forms and ensure that next steps have been completed by class teachers. Pupil progress meetings SIP review and RAG rating ECT observation Attendance and behaviour monitoring Assessment data analysis and report Work scrutiny- Maths 	<ul style="list-style-type: none"> SEN reviews Ensure all support plans are evaluated and new targets set Pupil progress meetings with a focus on SEND children Monitor effectiveness of interventions 	<ul style="list-style-type: none"> Cycle A subject leader carry out monitoring, complete monitoring form and feed back to class teachers and SLT the findings and the next steps. English and Maths leads to complete monitoring activities according to subject action plans. Complete pupil interviews via class rotation. 	<ul style="list-style-type: none"> TALK day-meet link subject lead Staff wellbeing review H&S review Safeguarding governor to complete LA audit with DSL Head Teacher appraisal Parent Forum 	<ul style="list-style-type: none"> School council meeting Pupil interviews with subject leaders 	<ul style="list-style-type: none"> LA Safeguarding audit ECT reports submitted Headteacher appraisal
	Spring 1	<ul style="list-style-type: none"> Formal observations ECT observation Attendance and behaviour monitoring Work scrutiny- English 	<ul style="list-style-type: none"> Complete Learning walks for all SEND children Review the completion of support plans and ensure they are sent out 	<ul style="list-style-type: none"> Cycle A subject leader carry out monitoring, complete monitoring form and feed back to class teachers and SLT the findings and the next steps. English and Maths leads to complete monitoring activities according to subject action plans. Interim reviews for concern children 	<ul style="list-style-type: none"> Confidential file audit with DSL 	<ul style="list-style-type: none"> School council meeting Pupil interviews with subject leaders 	<ul style="list-style-type: none"> Writing moderation with other schools.

				<ul style="list-style-type: none"> Complete pupil interviews via class rotation Attend SLT meeting and give presentation on subject progress 			
Cycle B	Spring 2	<ul style="list-style-type: none"> Review the subject leader monitoring forms and ensure that next steps have been completed by class teachers. Pupil progress meetings Mid-term appraisal reviews SIP review and RAG rating ECT observation Attendance and behaviour monitoring Assessment data analysis and report 	<ul style="list-style-type: none"> Pupil progress meetings with a focus on SEND children. Ensure all support plans are evaluated and new targets set Monitor effectiveness of interventions Family moderation process 	<ul style="list-style-type: none"> Cycle B subject leader carry out monitoring, complete monitoring form and feed back to class teachers and SLT the findings and the next steps. English and Maths leads to complete monitoring activities according to subject action plans. Complete pupil interviews via class rotation. 	<ul style="list-style-type: none"> WALK day H&S review Staff wellbeing review Ask questions about the HT report Review one section of the SEF HT Mid-year appraisal review 	<ul style="list-style-type: none"> School council meeting Pupil interviews with subject leaders 	<ul style="list-style-type: none"> ECT reports submitted Family moderation process
	Summer 1	<ul style="list-style-type: none"> ECT observation Attendance and behaviour monitoring Work scrutiny- Topic 	<ul style="list-style-type: none"> Complete Learning walks for all SEND children Review the completion of support plans and ensure they are sent out Family moderation process 	<ul style="list-style-type: none"> Cycle B subject leader carry out monitoring, complete monitoring form and feed back to class teachers and SLT the findings and the next steps. English and Maths leads to complete monitoring activities according to subject action plans. Interim reviews for concern children Complete pupil interviews via class rotation. 	<ul style="list-style-type: none"> Staff questionnaire 	<ul style="list-style-type: none"> School council meeting Pupil interviews with subject leaders 	<ul style="list-style-type: none"> Springboard Family moderation process
	Summer 2	<ul style="list-style-type: none"> Review the subject leader monitoring forms and ensure that next steps have been completed by class teachers. Pupil progress meetings with a focus on SEND children. SIP review and RAG rating Review and evaluate appraisals. ECT observation Attendance and behaviour monitoring Assessment data analysis and report 	<ul style="list-style-type: none"> Pupil progress meetings with a focus on SEND children. Ensure all support plans are evaluated and new targets set Monitor effectiveness of interventions 	<ul style="list-style-type: none"> Cycle B subject leader carry out monitoring, complete monitoring form and feed back to class teachers and SLT the findings and the next steps. English and Maths leads to complete monitoring activities according to subject action plans. Complete pupil interviews via class rotation. Attend SLT meeting and give presentation on subject progress 	<ul style="list-style-type: none"> Review link subject SEFs Ask questions about the HT report Review one section of the SEF 	<ul style="list-style-type: none"> School council meeting Pupil interviews with subject leaders 	<ul style="list-style-type: none"> ECT reports submitted