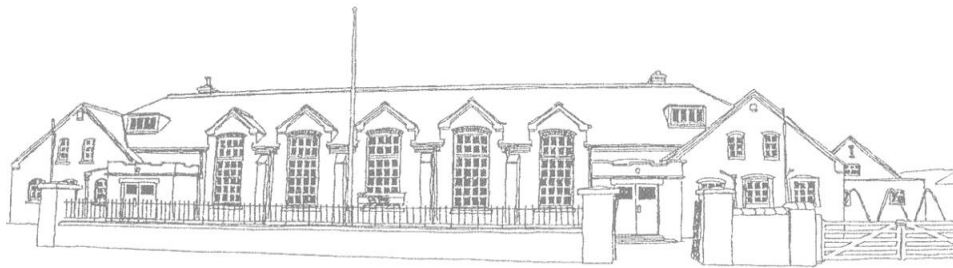


West Bridgford Junior School



Teaching and Learning Policy

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

Autumn 2022

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

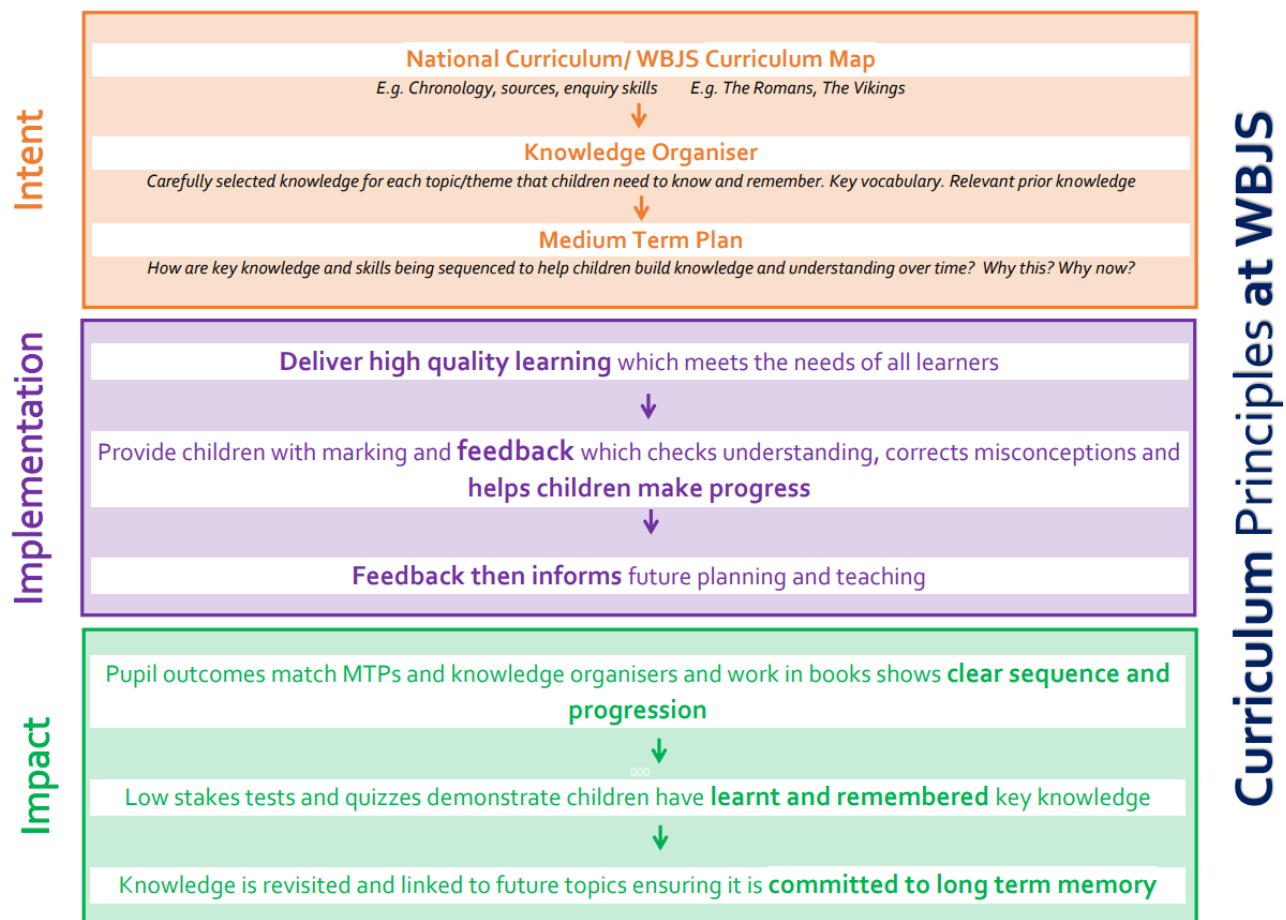
Our Curriculum

At WBS 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.

Children will access carefully chosen enriching texts throughout the year. Units of work may focus on a particular book; giving children opportunity 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.

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. For more information on specific teaching strategies used, please see our calculation policy which can be found on the school website.

Marking and Feedback

At WBJs we value the use of meaningful marking and feedback to support children in making good progress. Marking should not be onerous for the teacher and should only be used when it is purposeful.

Objectives will be ticked in line with school policy to show where children have achieved the objective being taught. One tick means they are still working towards the objective, two ticks means they have achieved the objective and three ticks that they have exceeded that objective.

Blocks are not expected to be used on every piece of work but where they are used, they should move learning on. Children are expected to respond to feedback using their purple pen. All work in children's books needs to be acknowledged but some pieces of work will be marked in more depth than others.



Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Peer and self-marking should be both accepted and encouraged. Self-marking, along with 'whole class' marking are useful ways to make marking more efficient.

'On the spot' marking and feedback is encouraged and is one of the most effective ways of supporting children to make progress.

These are the symbols that your teacher will use to mark your work.

| | |
|-----|-----------------------|
| ✓ | Working towards LO |
| ✓✓ | Achieved LO |
| ✓✓✓ | Exceeded LO |
| V | Verbal feedback given |
| S | Supported by an adult |

These are the symbols that you and your teacher will use to mark your work.

| | |
|---|--|
| ✓ | Correct |
| ✓✓ | This shows something we're really impressed with (great vocabulary/ideas). |
| . | Incorrect |
| O | Something is missing here (capital letter, punctuation). |
| ^ | A word is missing here. |
| // | Start a new line or paragraph. |
| <u>stopp</u> | This word is spelled incorrectly. |
| [] | This doesn't make sense. |
|  | This is something you've done really well. |
|  | This is something you need to improve or extend your learning. |

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.

| Monitoring | How often it happens and staff involved |
|---|---|
| Lesson Study | Once per academic year – All teaching staff |
| Learning Walks | Termly – Head Teacher and Deputy |
| Work Scrutiny of Core Subjects | Termly – Appropriate subject leaders |
| Lesson visits (forming part of appraisal) | Twice yearly – Head Teacher, Deputy and other members of SLT |
| Pupil Interviews | Termly – SLT and relevant subject leaders |
| Pupil Progress Meetings | Termly – Led by the assessment co-ordinator alongside the Head Teacher and SENCO. |
| Governor Talk Day and Walk Days | Annually. Governors are linked with different curriculum areas. |
| Specific subject monitoring | Half termly – Update subject leader action plans, work scrutiny, lesson visits, pupil interviews. |

School values and Learning Champions

Our school values were chosen in partnership with our children, parents and governors and underpin our approach to learning throughout school. They are:

- **Fun**
- **Perseverance**
- **Creativity**
- **Equality**
- **Teamwork**
- **Respect**

Our six learning champions help us to improve and reinforce our learning behaviours. These were designed by the children and each have several 'I can' statements which help children to have a better understanding of what makes a successful learner. Our six Learning Champions are:

- **Captain Curiosity**
- **The Collaboration Kids**
- **Creative Cat**
- **The Get Better Guys**
- **Professor Perseverance**
- **Have a Go Hero**

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.

Appendix 1
West Bridgford Junior School
Assessment Timetable 2022/23



| 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. | | | | | |