



# Brinsworth Brinsworth Whitehill Primary

## Teaching and Learning Policy

*This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.*

### Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

### Our Aims

We will work together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

## Learning Non Negotiables.

<u>Timetable Imperatives</u>	KS1	KS2
Phonics / Word structures	5 x 20 mins a week PLUS interventions for children below age appropriate (can be done in reading task time)	4 x 15 mins a week PLUS interventions for children below age appropriate (can be done in reading task time)
Reading – when children at appropriate level they should access guided reading and comprehension activities.	Guided reading with teacher and related reading activities 30 mins a day (including whole class comprehension 1 dedicated session per week).  Whole class story time daily  Other reading opportunities to be provided during week.	Guided reading with teacher and related reading activities 30 mins a day (including whole class comprehension 1 dedicated session per week).  Whole class story time at least twice a week.  Other reading opportunities to be provided during week.
Grammar	At least one dedicated session each learning journey. Explicit reference to correct terminology referred to throughout and carried into all curriculum areas  Plus 1 x 15 mins grammar revision lesson each week.	At least one dedicated session each learning journey. Explicit reference to correct terminology referred to throughout and carried into all curriculum areas  Plus 1 x 15 mins grammar revision lesson each week.
Writing	At least 5 hours of literacy following learning journey PLUS at least 1 x other independent writing for week (see note)	At least 5 hours of literacy following learning journey PLUS at least 1 x other independent writing for week (see note)
Maths	Equivalent of at least 1 hour per day which includes 15 mins OMS. Plus maths passport 20 x 3 times a week	Equivalent of at least 1 hour per day which includes 15 mins OMS. Plus maths passport 20 x 3 times a week
Science	2 hours every fortnight or equivalent block	2 hours every fortnight or equivalent block
ICT	U + A as relevant (at least once a week in literacy and maths) PLUS Blocked ICT skills sessions following curriculum	U + A as relevant (at least once a week in literacy and maths) PLUS Blocked ICT skills sessions following curriculum
PSHE	Blocked as relevant	Blocked as relevant
Art, Geography, History, DT, RE, Music etc	Blocked as relevant referred to by separate objectives on MTP	Blocked as relevant referred to by separate objectives on MTP Music Programme Y4 full year
PE	Equivalent of 2 hours activity a	Equivalent of 2 hours activity a

	week	week
MFL		Following Niveau Bleu 2 x 15 mins a week.

## Learning Environment

The learning environment will be engaging, stimulating and supportive. All classrooms will have;

- Writing in a multi-media display with clear learning objectives.
- A reading corner – This will include as a minimum; strategies to support reading
- Y1 – Y4 Small world / role play – linked to a mark making or writing area and continued provision.
- A maths support display – examples of maths work including photographic evidence.
- The use of resources to support oral development such as ‘Wonder Boxes’.
- Help stations established in each classroom with resources for support. Eg dictionaries, thesauri, word banks, topic banks, unifix cubes, number lines, numicon, highlighters etc.

## Assessment, Marking and Feedback

Marking and feedback can be written or oral and be self assessment, peer feedback, TA feedback or teacher feedback. All work should show clearly if adult or peer support has been given (see appendix 1) or work is within pairs or groups.

Marking and feedback should reflect strengths and next steps, making clear reference to the objective. Children will have the opportunity to reflect on areas of strength and weakness and respond to marking.

Children will discuss their learning at the start of each day or lesson with their learning partner in ‘Reflection and Correction’ time. This can be done orally, or as response to marking either as pairs or in groups. Learning partners changed each week on Friday.

## Monitoring of Learning and Teaching.

Monitoring of teaching and learning in school will be a 360 degree evaluation of;

- work scrutiny / learning journeys
- APP evidence
- progress analysis
- pupil conversations
- lesson observations
- drop ins.

These evaluations will be collated and an overall grade given for teaching and learning (not individual lessons (see appendix 2) This evaluation will take place over two weeks.

- See Appendix 3 for proformas that will be used in observations / scrutiny etc.
- Pupils will be interviewed about their learning during / following the observation, depending on the age of the child.

- Feedback on lesson strengths and areas for development will follow on the same day where possible.

## Specific notes

### Spelling, Punctuation and Grammar

Spellings: If spellings in children's writing are incorrect and are within the expectations of the child – this will be indicated by the use of a single underline and 'sp' symbol. Children will be expected to correct these spellings themselves in R&C. Children's spellings will be corrected by the teacher if beyond expectation.

Grammar: Correct grammar and punctuation will be modelled throughout the curriculum and all members of the Brinsworth Brinsworth Whitehill staff will be expected to use standard English at all times. Children should be corrected appropriately and at their level.

### Written Work

Cross curricular written work should reflect the same expectations as work produced within literacy learning journeys.

KS1 – Writing (including cross curricular) will be marked against objectives in a comment reflecting strengths and areas for development. Writing may also reference the success criteria (editing codes in appendix 1)

KS2 - All written work (including cross curricular) will be marked against objectives in a comment reflecting strengths and areas for development in literacy as well as the subject studied. Draft versions of writing may also reference the success criteria for writing through comments in the margin of work.

Unaided Writing – During each writing unit a dedicated unaided writing session will take place on a different genre. Each piece of work should be considered, alongside any other independent work, for inclusion in the writing folder. The writing folders should only contain the best pieces of each genre and each genre should be labeled. When the child's writing is better, it should be placed in front of the old piece in the wallet.

During and following writing sessions, children will be given the opportunity to self and peer mark work using writing success criteria. Children will edit work in blue and the teacher will mark in black.

Any support given should be annotated on the writing, including writing frame, key words, scribe etc.

When a piece of writing is good enough to be included in the writing folder, the grid should be dated and a note should be made of piece used. Once an objective has been ticked and dated three times across a range of genre and texts, it can be highlighted.

Each year a new grid will be started for the child but the folder of work will pass up to the next class. Work should not be removed from the folder.

Evidence should be used to assess for gaps in learning which should be focused on in the following lessons.

## Maths

“Understanding about number, its structures and relationships, underpins progression from counting in nursery rhymes to calculating with and reasoning about numbers of all sizes, to working with measures, and establishing the foundations for algebraic thinking. These grow into the skills so valued by the world of industry and higher education, and are the best starting points for equipping children for their future lives.”  
Good Practice in Mathematics OFSTED 2011

At Brinsworth Whitehill, mathematics is taught through, practical, hands-on experiences of using, comparing and calculating with numbers and quantities and the development of mental methods which are of crucial importance in establishing the best mathematical start in the Early Years Foundation Stage and Key Stage 1. This is coupled with plenty of opportunities for developing mathematical language so that pupils learn to express their thinking using the correct vocabulary.

Progression in mathematical strategies and models and images follow the school calculation policy. Opportunities for cross curricular work and real life experiences should be taken. For example children given £1 to spend at the shop and helped to make shopping lists to decide what to buy.

At Brinsworth Whitehill, at each stage in developing skills in addition, subtraction, multiplication and division, a similar pattern is followed in:

- establishing pre-requisite knowledge of the number system such as place value, families of number facts and partitioning
- calculating in practical contexts and using hands-on resources such as base-10 materials
- developing mental methods supported by jottings and visual images such as number lines
- establishing written forms of recording, moving towards more efficient methods over time.

In particular mathematics sessions will focus on;

- Understanding of place value, counting forwards and backwards, fluency in mental methods, and good recall of number facts such as multiplication tables and number bonds. This is supported by a wide range of practical equipment including base-10 apparatus, 100 squares, bead strings, place-value cards and number lines.
- Understanding of inverse. Subtraction is generally introduced alongside its inverse operation, addition, and division alongside its inverse, multiplication. Pupils’ fluency and understanding of this concept of inverse operations are aided by practice in rewriting ‘number sentences’ like  $3 + 5 = 8$  as  $8 - 3 = 5$  and  $8 - 5 = 3$  and solving ‘missing number’ questions like  $\square - 4 = 5$  by thinking  $5 + 4 = 9$  or  $9 - 4 = 5$ .
- Understanding of structure and relationships in number, for instance place value and the effect of multiplying or dividing by 10
- Pupils’ confidence, fluency and versatility are nurtured through a strong emphasis on problem solving as an integral part of learning within each topic. Skills in calculation are strengthened through solving a wide range of problems, exploiting links with work on measures and data handling, and meaningful application to cross-curricular themes and work in other subjects.

Learning Objectives: All lessons should have clear learning objectives and success criteria to support self and peer assessment. Learning objectives will be written into books or onto work / evidence. Throughout

lessons children will be encouraged to reflect on learning through the use of stimulating key questions and a variety of AfL strategies.

Learning objectives and success criteria will be shared with the children through;

- a) reference to a display or prompt
- b) sharing verbally with the children
- c) giving a stimulus to promote children's thinking and questioning and not revealing LO until appropriate.

Each child should have at least two opportunities to complete unaided maths work each week including work which **uses and applies** that week's taught skills. This work will be marked with comments reflecting on strengths and next steps of learning. Any further work will be marked for correctness and children given extension or support activities to complete where appropriate (at minimum once a week). These activities can be completed in morning reflection time.

Evidence such as, mental strategies or arithmetic work that needs recording should be done in the maths books. Any further evidence will be collated in a maths file. Assessment judgements will be based on the collection of evidence in each section and based on teacher's professional judgement and standardised materials. Maths books will be moderated once a term.

Each year a new file and book will be started for each child but all previous work will be sent up to the next teacher.

### **Foundation Subjects**

Foundation subjects will be taught in accordance to the published long term plan. Children will be assessed against the 'year group readiness scale'. Evidence and work should be marked with reference to strengths and areas for development. Children should be given the opportunity to reflect upon this work in R&C.