

# Teaching and Learning 2019-2020

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on: Autumn Term 2019

Name of the Governing Body Representative: Margaret Brightman

Signature of the Governing Body Representative:



Date signed: 22<sup>nd</sup> October 2019  
Last reviewed: October 2019  
Next review due by: October 2023



TORRIDON PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

Torrison is an inclusive school. We are committed to doing the very best that we can to make sure that every child succeeds. We have a shared responsibility to ensure that we are doing the very best for our children and aim to meet the individual needs of each child wherever possible.

At Torrison we aim to engender a passion for learning and the pursuit of excellence in every aspect of our learning. We have the highest expectations for ourselves and all of our pupils, aiming for standards that exceed national expectations, both in the core subjects and across the wider curriculum.

We want every child to leave Torrison wanting and determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, and provide them with the academic foundation to enable them to be outstanding individuals in all aspects of their lives.

We want our children to:

- ❖ Be eager and enthusiastic learners
- ❖ Be confident in themselves as learners
- ❖ Understand themselves as learners, being proud of their successes and understanding the next steps in their learning
- ❖ Be emotionally intelligent
- ❖ Be resilient and determined to succeed
- ❖ Be responsible for their actions

We aim to achieve this by:

- ❖ Ensuring that children's achievement is at the heart of our school
- ❖ Valuing and celebrating children's social and cultural diversity
- ❖ Maintaining the highest possible expectations of every child
- ❖ Striving to ensure that every child succeeds
- ❖ Adopting a 'no excuses' attitude towards children's progress and attainment
- ❖ Providing opportunities for our children to develop academically, socially, morally, emotionally and spiritually in a safe and caring environment
- ❖ Working closely with parents and carers to ensure that we are providing the best possible education for our children

## CURRICULUM, PLANNING AND ASSESSMENT LAYOUT & PRESENTATION IN CHILDREN'S BOOKS

All books used in classes should be A4, as follows:

**EYFS – Reception Classes**

**Writing**

10mm ruled, purple cover (1/2 blank page, ½ lined page)

**Learning Journey**

A3 book red cover

**Y1 – Y6 Reading – yellow cover – A4**

8mm ruled/blank alternate pages – KS2

10mm ruled/blank alternate pages – KS1 and SEN if required

**YR – Y6 Writing – purple cover – A4**

8mm ruled – KS2

10mm – KS1 and SEN if required

**Y1- Y6 SPaG – orange cover A4**

8mm ruled – KS2

10mm ruled – KS1 and SEN if required

**YR – Y6 Maths – blue cover A4**

7mm square – KS2

10mm square – KS1 and SEN if required (reception from the summer term)

20mm square - YR

**Science – red cover A4**

8mm ruled – KS2

10mm ruled – KS1 and SEN if required

**Foundation subjects (Topic) – green cover A4**

8mm ruled – KS2

10mm ruled – KS1 and SEN if required

**Handwriting - purple cover A5**

KS1 and SEN if required

**Art:**

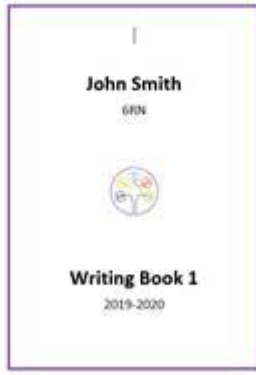
Sketch book, blue cover

### **BOOK COVERS**

All children's books are to be kept tidy with **NO** stickers, graffiti etc. on covers.

The front of all children's book must have the A4 front cover for each subject in Sassoon Primary font and will need to be trimmed to fit the book neatly. All books (except handwriting and art books) to have a protective book sleeve cover.

Example of A4 front cover:



Templates for book covers are available on the staff drive. New books should be labelled before their first use. Office staff will also provide a complete set of labelled books ready for new admissions 24 hours before they start in their new class.

#### LEARNING QUESTIONS AND SUCCESS CRITERIA

Each entry in exercise books is presented with a learning question (LQ) and success criteria (SC). These are printed and trimmed into strips prior to lessons. LQs start with 'Can I...?' and SC start with 'I have...'. Language used must be accessible to the children. The font used for the LQ and SC strip is Sassoon Write ENG size 12 black. The template for the strip is saved on the shared drive.

Children should write the date on the top line or next available line after ruling off. The long date is used in all subjects except maths where the short date is used. The date is underlined using a ruler. Children leave one line after the date before sticking in the LQ and SC strip. After the strip has been stuck in, one line is left before learning is recorded. In Y1, staff may stick in the LQ and SC strip for children. By the summer term, they should have been trained to write the date and stick in strips independently.

The LQ and SC should be used to support the learning taking place within lessons and as an assessment tool by children and teachers. SC may be steps towards completing a process (e.g. column subtraction in maths) or features of a high-quality outcome (e.g. writing a persuasive letter in English). The number of criteria given will depend on the age and stage of the children and the nature of the learning. When speaking about success criteria, staff remember to use 'criterion' as the singular form of 'criteria'.

#### EXAMPLES:

LQ: Can I multiply a fraction by an integer?

Success Criteria:	My peer and I think...	My teacher thinks...
I have expressed the whole number as a fraction over 1.		
I have multiplied the numerator by the numerator.		
I have multiplied the denominator by the denominator.		
I have converted improper fractions to mixed numbers.		

### LQ: Can I write in a formal tone?

Success Criteria:	My peer and I think...	My teacher thinks...
I have used formal vocabulary.		
I have used fronted adverbials for cohesion.		
I have used the passive voice.		
I have used the subjunctive mood.		
I have structured paragraphs using the PEE chain.		

#### STARTING A NEW PAGE

All children should be taught to use pages in the correct order. Children in the Foundation Stage, Year 1 and Year 2 should start a new page for each piece of learning. In Years 3 to 6, children are to start a new page if half of the page has been used. If less, rule off and leave 3 lines before adding the next LQ and SC.

#### IF A CHILD IS ABSENT

Stick the LQ/SC in their book and write absent underneath it.

#### PRESENTATION IN MATHS BOOKS

Children should write one digit in each square when recording formal written methods and should record learning vertically in maths books. KS2 should draw a margin 2 squares for the number of the question to be recorded. All straight lines must be drawn with a ruler.

#### Methods of Recording

Methods of recording should be differentiated to meet children's individual needs.

Annotated photographs may also be included in books to demonstrate hands on learning. Photographs should be appropriately annotated to demonstrate the learning that has taken place.

#### PENCILS AND PENS

Children should use a **sharp** HB pencil in their books. When children have demonstrated a consistently high standard of presentation, they should start to use a handwriting pen. It is expected that the majority of children in Year 3 will be using a pen in all books except maths books. Children in year 1 and 2 can start to use a pen in their books if they are ready. Felt pens and markers are never to be used in exercise books. (except in the EYFS) Highlighters may be used for some tasks. All diagrams/drawings are to be done in pencil. Children should use **purple 'polishing pens'** to respond to marking.

#### CORRECTIONS

Mistakes should be encouraged and celebrated. **Erasers are not to be used other than for Art.** Corrections are to be crossed through once with a neat line. It is important that children understand that making mistakes is an important part of the learning process. Teachers need to be able to see mistakes made by children in order to inform next steps for learning and teaching.

#### STANDARDS OF PRESENTATION

All staff should maintain high expectations of children regarding presentation in exercise books. Children will require constant reminders about our expectations. Teacher handwriting should be of a high standard – joined and legible, in order to provide an appropriate model for children.

## HANDWRITING PROCEDURES

The whole school handwriting style is the '*Torridon Handwriting Script*' which is based on Sassoon Primary cursive handwriting and must be used by **every member of staff** when writing anything that the children will see e.g. marking, modelling during lessons, whiteboard etc.

*abcdefghijklmnopqrstuvw*

*yz*

Handwriting will be taught as part of phonics/ writing lessons in FS and KS1 and as part of writing/ SPAG lessons in KS2. Additional discrete handwriting lessons will also be taught.

## THE LEARNING ENVIRONMENT AND DISPLAY

The environment of our school should reflect our expectations, principles, attitudes, standards and ethos. Within the broad spectrum of the internal environment, we place great emphasis on display as we feel that aesthetically pleasing surroundings influence both learning and social behaviour.

## **NON-VERBAL COMMUNICATION**

At Torridon we believe that the use of non-verbal communication maximises the children's progress in their learning both socially and academically and creates a conducive learning environment. Everyone must use non-verbal communication to promote good behaviour for learning and to reinforce the school code of conduct - eg walking to the line, whole class to stop.

Hand up signal must be used in order to gain everyone's attention. The person wanting everyone's attention will wait until everyone is focused and ready. This includes the external and internal environments.

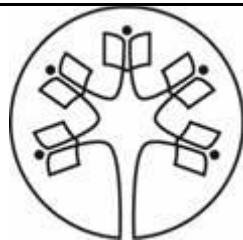
(Refer to our behaviour policy for more detailed information).

## THE LEARNING ENVIRONMENT

The classroom environment should be kept tidy and well organised at all times. Learning and display surfaces should all be clear of unnecessary boxes and papers. Resources for pupils to use should be stored in an accessible place and be clearly labelled using the templates available on the staff drive. Children should be taught to use a range of resources to support their learning. They should know where things are and how to put away resources tidily in the correct place. Resources for teacher use should be either in cupboards or stored neatly on shelves. Please dispose of unnecessary clutter.

Classrooms should have learning walls for core subjects and topic and have published learning to celebrate children's outcomes. All published learning must be mounted and have the child's name. Learning walls should include some static learning display (such as key topic vocabulary, methods or rules) and the current learning's vocabulary and examples. The examples may be photocopied from a child's individual whiteboard or a teacher example from the flipchart or a print out from your notebook slides. The learning wall is the area in the classroom that a child should refer to assist them with their learning in that subject so must have the current methods, words, rules for them to refer to. If you want to keep up previous learning (grammar rules, previous methods etc.) put them up above or below the learning wall so that the children can still refer to them but are not confusing them with their current learning.

Refer to the following guidelines:



### Your Learning Environment

At Torridon we pride ourselves on providing enriching and exciting learning environments for all year groups.

For the start of term, your classroom should be engaging and stimulating for your class. You should strive to capture their interest in the new areas of learning through displays, vocabulary and physical objects.

**All classroom labels should use Torridon Font and Communicate in Print.**

<b>LEARNING WALLS AND DISPLAYS</b>	<p><b>Learning walls:</b></p> <ul style="list-style-type: none"><li>• <b>Maths</b> – key vocabulary, key models and images, for the unit being taught examples of children's learning, adapted number line, 0-99 square, place value cards, evidence of using and applying, challenge questions. All class rooms should provide child friendly access to resources to support learning including: bead strings, number lines, hundred squares and counting apparatus (please ensure maths resources are in line with the current curriculum.)</li><li>• <b>Current Curriculum Focus (theme)</b> relevant vocabulary, key questions, visual stimuli, examples of children's learning – related core texts should also be included on this display</li><li>• <b>Literacy</b><ul style="list-style-type: none"><li>○ <b>Writing</b> - examples of best practice, key vocabulary, high frequency words, models of key aspects of the text type you are studying. The current core text has to be</li></ul></li></ul>
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	<p>displayed and should have images, quotes, information about the author and questions the children want to find out.</p> <ul style="list-style-type: none"> <li>○ SPAG – current key terms, examples of punctuation, rules</li> <li>○ <b>Phonics/Spelling</b> – KS1 classes should display relevant phonemes. KS2 classes should all display current spellings, high frequency words and common misspellings</li> </ul> <ul style="list-style-type: none"> <li>● <b>Science</b> – current vocabulary, stimulus, key scientist and questions</li> </ul> <p><b>Displays:</b></p> <ul style="list-style-type: none"> <li>● <b>Core Values</b>– the current core value must be displayed. This should be illustrated with key questions and exemplification.</li> <li>● <b>Published learning display</b> - dedicated to high quality learning outcomes from a specific subject or the previous topic inside your classroom or on your corridor display. This needs to be changed half termly</li> <li>● <b>Table top displays</b> – topic table top display of artefacts and books to inspire questions and learning; maths problem solving or Science table top display (minimum of 1 table top display).</li> <li>● Please ensure vocabulary has Communicate in Print where possible or clear <u>visual clues</u> and there is dual language vocabulary for children at the early stages of learning English.</li> </ul>
<p><b>PERMANENT FIXTURES</b></p>	<p>The following should be displayed in your classroom all year round:</p> <ul style="list-style-type: none"> <li>● Class timetable</li> <li>● Visual timetable (at front of class next to IWB)</li> <li>● Lining up order (if relevant to class)</li> <li>● List of class monitors</li> <li>● List of groups</li> <li>● Fire procedures</li> <li>● First aid rota</li> <li>● Allergies and medical posters for high risk allergies and reactions that require medication</li> <li>● Safeguarding information</li> <li>● Handwriting script</li> <li>● Marking code</li> </ul>
<p><b>CLASS BOOK AREAS</b></p>	<ul style="list-style-type: none"> <li>● Class libraries should provide an inviting and comfortable area. Posters and children’s learning should be used to further enhance the area. These areas should be changed half termly to link to your topic.</li> <li>● Books should be displayed in an orderly way, with different genres of text clearly identified.</li> <li>● If you are using book bands, colour coded books should be organised in boxes and clearly labelled according to the book band colour and level.</li> <li>● Where possible, cushions, chairs etc. should be placed to encourage browsing.</li> <li>● Book recommendations, author focus, book map, learning focus posters, guided reading prompts, key question types, key vocabulary and skills should be displayed.</li> </ul>



STORAGE	<p>The following items need to be stored in an accessible place for your children:</p> <ul style="list-style-type: none"> <li>• Book bags and PE kits</li> <li>• Exercise books to be stored in labelled boxes or trays</li> <li>• Designated space in the classroom for support staff resources (not on windowsills or on top of cupboards)</li> <li>• Home tray for letters</li> </ul>
TRAY UNITS	<ul style="list-style-type: none"> <li>• All tray units should be clearly labelled using the templates on the staff drive.</li> </ul>
TIME IN AREA	<ul style="list-style-type: none"> <li>• An area or table for time in (reflection time) needs to be accessible in your classroom that faces away from the rest of the class with a sand timer and reflection sheets for the children to complete.</li> </ul>
ASC LEARNING STATIONS (OFFICES)	<ul style="list-style-type: none"> <li>• All classrooms require a learning station if appropriate</li> <li>• All children should have a seat at another group table</li> <li>• This space should be accessible at all times and provide enough space for both the child and an adult if appropriate</li> <li>• You will also need to provide space for TEACCH packs</li> </ul>
VISUAL TIMETABLE	<ul style="list-style-type: none"> <li>• Each classroom will have a whole-class visual timetable displayed clearly at the front of the classroom by the IWB. It should be referred to during registration, as well as key points during the day. This is beneficial to all of our children, not just those with SEND.</li> </ul>
SINK AREAS	<ul style="list-style-type: none"> <li>• Must remain clean and tidy with soap and paper towels available.</li> <li>• Art equipment should be stored in the under-sink cupboards.</li> </ul>

Please note that no papers should be attached to the glazed areas in classroom doors or attached to the doors themselves. These windows should provide a clear view into the classroom at all times. This is a health and safety regulation.

#### DISPLAYS

- The colour of backing paper is up to the class teacher. All boards must have a border (any colour).
- Learning on display has to be at least single mounted and labelled with the child's name (see your team leader for support if required).
- Classroom displays can contain a mixture of different types of learning or be dedicated to one specific area, depending on the theme.
- Children's learning should be the basis of the majority of the display. You should aim for displays to reflect each subject taught. Displays can be a combination of different learning linked together by a theme
- Backing paper and borders should complement the learning on display and not distract from it.
- Backing paper should be changed with each display.
- All displays in communal areas must have a year group and termly heading. Templates can be found in the display folder on the staff drive.

- Displays should have an overall heading. Labels should identify the focus of the learning and provide some context for the observer. Where possible, use questions and other devices to make displays interesting and interactive.
- All displays should be teacher error free and should reflect a high standard of presentation.

Communal displays should be changed by the last week of every half term to reflect the high quality learning outcomes of each class. Team leaders are responsible for ensuring a high standard of displays.

Throughout the year, additional display boards will be available on the stairs, in the halls, in the entrance and corridors to reflect high quality learning and special events. Display boards will be allocated to teams and reviewed on a termly basis.

### **FEEDBACK**

All learning must be marked before the next lesson and marking should be up to date at all times. Every week, each child should have a minimum of at least one piece of writing which is deep marked. If pupils are expected to put effort into their learning they have a right to feedback.

Teachers should mark in green pen and children should respond in purple pen. Teacher handwriting should provide children with a model of excellent presentation, using the Torridon handwriting script.

The purpose of marking is to give feedback to children as to what they have done well and what they need to improve. Marking should be related to the learning intention/ success criteria, but may also identify other key errors (such as incorrect spelling of high frequency words) and provide feedback regarding handwriting or presentation. Children must respond to their feedback at the earliest opportunity.


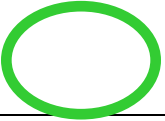



### **GOOD FEEDBACK**

Effective marking is clear, legible and expressed in words the child can understand. Comments should be phrased in a positive tone, even when feedback is critical. Good marking acknowledges good learning, gives praise, but also identifies a point for improvement. Teachers should also use feedback as an opportunity to show children how to use methods, models and images effectively (e.g. empty number lines/ grid method for multiplication).

### **FEEDBACK IN BOOKS**

Children's learning should be marked **in green pen** using the Torridon marking code, indicating within the body of the learning, where improvements could be made. All learning must be RAG rated by the child and their peer (this can be represented as a colour or as a letter), and by the teacher.

## Torridon Marking Code

<i>LQ: Can I write in a formal tone?</i> <i>SC</i>  I have used formal vocabulary. I have used fronted adverbials for cohesion. I have used the passive voice.	My peer and I think:	My teacher thinks:
	● or G	R
	● or R	A
	● or A	G
★	high quality learning	
✓	correct	
.	incorrect	
It aint good	grammatical error	
	incorrect spelling (for correction/ practice during response to marking)	
	missing/ incorrect punctuation	
	verbal feedback	
	respond to this	
	explain your thinking	

### RESPONSE TO FEEDBACK

Children need to have daily opportunities to respond to feedback in their books. Regular time should be provided for children to read the comments and respond. This should happen at the beginning of each lesson for the first few minutes. Children will need careful training in order to do this well. This feedback is vital to help the individual child make better progress. Ideally, teacher and child should have an ongoing marking dialogue.

### SELF AND PEER ASSESSMENT

Children should also be given opportunities to mark their own learning or that of a partner as part of their learning journey. Children should be taught to mark against the success criteria and provide constructive comments on their own learning or that of others. All peer and self-marking should be done in purple pen and be clearly indicated in books.

### NEXT STEPS

Teachers make sure that children are clear about the steps they need to take to help them achieve, by discussing them frequently and through specific teaching during guided group sessions. Children need to know, understand and be able to explain their stage of learning and next steps for improvement.

## **HOME LEARNING**

We view home learning as an integral part of the school experience. Active, successful pupil participation in home learning supports our beliefs of how children learn best. Home learning benefits pupils not only by promoting academic success, but also by providing valuable opportunities for parents and carers to become involved in their child's learning.

Through regular home learning children learn responsibility, perseverance, self-discipline and time management. Perhaps most significantly, pupils develop their independence by being able to successfully complete school-related tasks with a minimum of direct help.

Team leaders are responsible for monitoring to ensure that home learning is set in accordance with the following guidelines:

### **READING HOME LEARNING**

All children should be reading daily. Children will take home a reading book each day. They should read each evening at home and their reading log should be completed and signed by the parent or carer. The class teacher will be responsible for motivating the children in their group to read and for monitoring children's reading home learning. Reading record data will be collected every Friday to enable the team leaders and Literacy team to monitor levels of whole school home reading.

### **SPELLING AND NUMBER HOME LEARNING**

Children will be given spelling lists and via Mathletics tasks (number bonds/times tables/ conversion charts etc) every week, any child who does not have access to Mathletics will be given tasks or given time to complete the tasks during assemblies. Spelling lists will be based on the year group spelling lists or spelling rules and maths facts will be linked to learning being undertaken in class. These will be appropriately differentiated to ensure that the pitch is appropriate for all children. Spelling and arithmetic tests will take place every week.

### **HOME LEARNING PROJECTS**

Home learning projects are set at the beginning of each half term and need to be completed by the final week of the half term.

### **LONG TERM PLANNING**

Our long-term planning identifies topics for each year group. The curriculum team meet regularly in order to ensure our curriculum overview ensures breadth and balance and maximises cross curricular opportunities.

### **TOPICS**

Each of the topics comes with a Topic Overview. This provides the key vocabulary for the unit along with display and engagement ideas. This is followed by an outline of the National Curriculum that needs to be covered in each unit and some possible activities to support the medium term and weekly plans.

### **MEDIUM TERM**

At Torridon we use the National Curriculum as the basis for all our planning. This is shown on our medium-term plans, which give a week by week breakdown of the skills and knowledge that are being covered across the subject areas. Core texts are selected to link with the theme of the unit and cross curricular links are created where possible. A learning sequence is planned each half term that is meaningful and engaging for the children. A range of cross curricular learning is planned using the core text(s), leading towards the children creating published outcomes of a high quality in all subject areas.

Our medium-term plans are reviewed at the end of each unit indicating what has been covered and what has not been covered so that following units can be adapted.

### **WEEKLY PLANNING**

Teachers learning in year group teams to complete a weekly overview of planning for core and foundation subjects, based on the medium-term plans and assessments of prior learning. Teachers plan a sequence of lessons anticipating where the learning will go over the course of the week. Adjustments will be made according to AFL.

Daily adjustments to planning are based on secure and rigorous assessment for learning and ensures that lessons are pitched appropriately and provide sufficient challenge for all children. These plans provide a framework for teachers' lessons but assessment for learning at the point of the lesson is what will guide the teaching and learning.

Teachers provide copies of planning to support staff to ensure they are fully informed about the learning that will be taking place. Support staff can then adapt plans or source additional resources to support individuals or groups of children they will be supporting.

All learning objectives must be question based and specific. All lessons need to have success criteria that break the learning intention into small steps to help the children understand what they are learning and what they need to do next.

In the Foundation Stage, weekly plans identify the learning objectives and provision in all areas of learning. A daily review meeting is held to share information about the children's learning and to review provision for the following day.

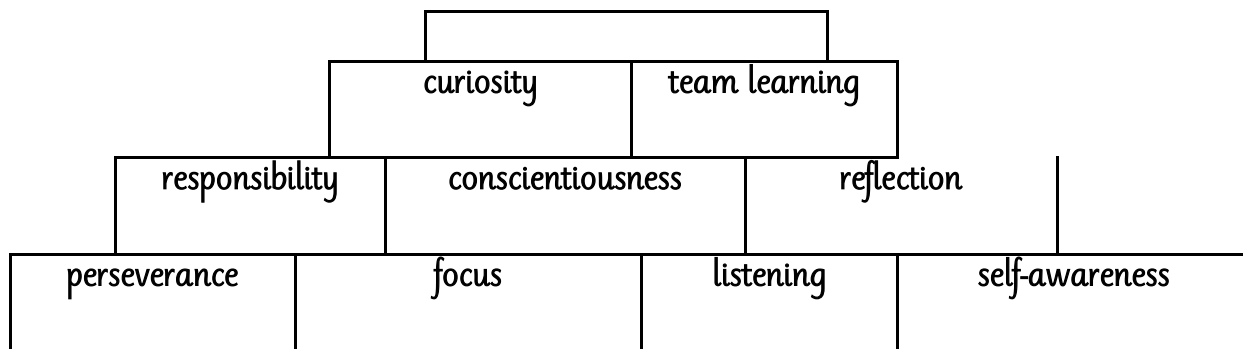
### **SAVING PLANNING**

All planning - plans, slides and resources including LQ and SC strips are to be saved in the curriculum planning folder 2019-2020 on the staff drive. Each folder is subdivided into the 6 half terms. These folders are then divided into subject sub-folders. All the plans and resources need to be saved in that folder and will be checked weekly by your team leader.

### **LEARNING BEHAVIOURS**

At Torridon we aim to teach our children to be effective independent learners. Each week a core value/ learning behaviour is launched with the children in assembly. These principles reflect the core values on which our learning ethos is based. Each value is explored in class and used to guide children and help them to understand the principles which underpin successful learning. Values are displayed in classrooms and communal areas to remind children of what they are expected to focus on during their learning. Examples of core values include:

**resilience**



### SCHOOL TRIP PROCEDURES

Team Leaders will take responsibility for ensuring that trips or visitors are arranged for each year groups every half term. Class teachers will be responsible for initial site visits and completion of risk assessments. See School Trips Policy for further guidance.

### TIMETABLES

Timetables are designed to encourage cross curricular learning. Teachers are encouraged to organise their timetables in a flexible way in order to provide extended learning in a subject or particular subject. Literacy and maths are taught daily, P.E. and Computing are timetabled weekly. All other subjects are timetabled according to the needs of the class and the topic being studied.

### Nursery

Children independently access all areas of learning through a ‘free-flow’ model, allowing them to develop their knowledge, understanding and skills through play. Children are supported in their play by the adults in the room. During these high-quality interactions, staff are able to plan in the moment and further tailor and personalise learning. Focus activities are targeted activities, led by an adult, to support learning in specific areas. Group times take place at the end of the session.

### Reception

Children in the Reception classes have targeted teaching sessions throughout the day, either as a class group or mixed class groups. Adult-led focus activities are planned to continue this learning in smaller, targeted groups. Children are able to access all areas of learning independently through supported and independent play.

## ASSESSMENT, TARGET SETTING AND PUPIL TRACKING

### DAY TO DAY ASSESSMENT

Accurate Assessment for Learning is crucial to effective teaching and learning. In every lesson, children’s responses to questions and tasks offer a wealth of information about what they know and do not know what they have found difficult or easy. This information needs to be used to guide the teaching and learning and to enable teachers to reshape lessons in response to children’s needs.

Teachers and support staff need to use effective questioning to ensure that the lesson is pitched correctly and that all children are being sufficiently challenged. Pupil groups may need to be adapted during the lesson and teacher input may need to be redirected in following children’s responses to key questions.

Assessment information should be discussed at planning meetings to support teachers with planning for the following day.

#### **PEER AND SELF ASSESSMENT**

It is important that children take responsibility for their own learning and have a clear understanding of how well they are doing and what they need to do next. Children should be encouraged to assess their progress against the success criteria and to indicate if they are finding the learning too easy or too difficult.

#### **PUPIL PROGRESS MEETINGS**

Year group teams will meet fortnightly with members of the Senior Leadership Team to monitor the progress of individuals and target groups and to ensure that all children are making progress. Targeted interventions will be planned and reviewed for any child(ren) who may be falling behind.

#### **TERMLY CHECKPOINTS**

Each child's attainment and progress is monitored termly for reading, writing and maths. This is done through teacher assessments based on evidence in learning as well as optional test papers at the end of each term. Teachers make a summative teacher assessment for each child based on the relevant year group objectives and using the school's assessment materials. These are recorded on class tracking grids.

Observations and annotated photographs are used in the Foundation Stage to record children's understanding and responses to activities. The observations and photographs are used to build up a profile of each child's progress and development in all areas of learning.

#### **MODERATION MEETINGS**

Moderation meetings are held as part of team planning. The purpose of these meetings is to ensure accurate teacher assessment and to develop our whole school approach to assessment and target setting.

#### **NATIONAL CURRICULUM TESTS**

Children in Reception, Year 1, Year 2 and Year 6 will undertake statutory assessment.

#### **PUPIL TRACKING**

Once termly assessments are complete, the children's levels are entered onto the whole school tracking system. This tracking system is used to analyse the progress of different groups of children and individuals. Teachers will use the tracking data to complete their class tracking grids each term. Children's names will be added to the grids and colour coded according to the amount of progress made. This information will be used as part of pupil progress meetings to ensure children are on track to make sufficient progress towards meeting age related expectations.

#### **MONITORING**

We have rigorous monitoring procedures in place to ensure that the highest possible standards are achieved. We are working together to raise expectations, ensure consistency and enable every child to make good or better progress. Some of the ways we will do this will include: lesson observations, book looks, learning walks, team teaching and joint planning. There will also be termly teaching and learning reviews for each phase group. These will be undertaken with

external consultants and Local Authority Officers to quality assure all judgements. Outcomes from these activities will inform professional development for staff at all levels.

### **PPA**

PPA time is 2.5 hours for a full-time teacher and 10% of the teaching timetable of part time teaching staff or leadership teaching timetable.

All teachers are entitled to 10% of their teaching timetable for planning, preparation and assessment time. This equates to 2.5 hours a week for a full-time teacher. PPA is Planning, Preparation and Assessment time, which was made a statutory right for all teachers, including those in the leadership group, from Autumn 2005. The School Teachers Pay and Conditions Document makes the following points very clear:

- PPA time is part of the 1265 directed hours for non-leadership teachers
- All teachers with a teaching timetable, including heads and deputies, are entitled to PPA time
- PPA time must be no less than 10% of the teacher's timetabled teaching time
- PPA time can only be provided in units of not less than 30 minutes, "during those parts of the school time-table in which pupils are taught the core and other foundation subjects or religious education".
- A teacher cannot be required to carry out any other duties during their PPA time, including covering for absent colleagues.)

### **NQT**

- Teachers in their NQT year will have a support programme planned for them during their NQT allocated time.

Date: Autumn Term 2019

Review Date: Autumn Term 2020