

Wilby Church of England (VA) Primary School
Quality First Teaching Policy

*Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34
"A new commandment I give to you, that you love one another as I have loved you."*



Vision

At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

Introduction

We believe that learning should be an enjoyable and rewarding experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding to be able to make informed choices about important things in their future lives. We believe that appropriate teaching and learning experiences help children lead happy and rewarding lives.

Each of our teachers makes a special effort to establish good working relationships with all children. We treat children with kindness and respect. We praise children for their efforts and, in doing so, we help to build positive attitudes towards school and learning in general.

Effective Learning

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed, (because they know the challenge will have been set at the right level).

All teaching is structured to maximise learning opportunities, and lessons are planned that:

- build on previous learning;
- provide pupils with the 'big picture' of the lesson;
- give a clear explanation of the success criteria, and why the lesson is important;
- enable pupils to build up their own understanding;
- provide opportunities for pupil voice;
- are presented in a range of styles;
- scaffold pupil's learning and ensure effective teacher modelling;
- promote high pupil participation;
- provide highly effective and differentiated questioning;
- ensure challenge for all children through a minimum of 3 levels of learning (Basic, Advancing, Deep);
- use a wide range of resources, including the latest I.T equipment;
- use creative approaches to the curriculum providing wide ranging links;
- group children in a variety of ways;
- involve pupils in their own assessment and peer assessment;
- provide opportunities for children to review what has been learnt;
- ensure feedback is provided to the children, celebrating success and reviewing learning strategies;
- indicate the next steps in learning;

Teachers plan a range of opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of I.T;
- cultural and spiritual;
- fieldwork and visits to places of educational interest;

- creative activities;
- watching video clips and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity;

Effective Teaching and Learning

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the EYFS Framework and National Curriculum objectives to plan our teaching; this details what is to be taught to each year group. We also follow our school two year curriculum topic plan from EYFS to Year 6. These topics are also linked, as appropriate, to our daily Maths and English lessons.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We plan our lessons using teaching objectives from the EYFS Framework and Chris Quigley essentials curriculum. Our lesson plans contain information about tasks to be set, differentiation and adult intervention.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regards to behaviour, discipline and classroom management. We expect all children to comply with the school ethos, values and rules that we have jointly devised to promote the best learning opportunities for all.

We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

Learning Support Assistants work with all children, either 1:1, small groups or year groups. They work alongside the teacher providing a planning programme of support for target groups, to reinforce or extend the learning objective. Adult volunteers assist in the classroom and on educational visits. They work with and at the discretion of the class teacher to whom they are assigned. It is the class teacher's responsibility to explain planned activities to the helper.

Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. All classrooms have dictionaries, thesaurus', fiction and non-fiction books and a range of learning aids and resources. Each class has a display relating to the topic the children are currently working learning, as well as 'working walls' for Maths, English and RE which are used as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

Monitoring of Teaching and Learning

Teachers are monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed by the Senior Leadership Team. Observations are made as part of the performance management whereby teachers are observed by the headteacher. Observations are also be carried out by a subject specialist as part of a focus in a particular curriculum area.

Children's work is sampled throughout the year by the Headteacher, Senior Leadership Team and subject specialists and scrutinised carefully in line with expectations. Feedback is given to the staff encompassing areas of strength and development to support improvement.

Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress.

Any pupils not making better than expected progress are monitored closely.

Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning:

- by holding parents' evenings and workshops to explain our school strategies;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance and punctuality record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the homework policy.

Assessment

Pupil Assessment

We actively encourage the children to participate in the assessment process in two different ways. These are:

- Self Assessment – Where the children review their achievement against the learning objective which was shared with the children
- Peer Assessment – Where the children review a peer's achievement against the learning objective which was shared with the children

Teacher Assessment

The term 'teacher assessment' is commonly used to describe both everyday assessment which takes place throughout the key stage, and the judgements made by teachers at the end of a key stage.

Informal, Formative or Short-term Teacher Assessment

- Formative or short-term assessments are on-going everyday and are an integral part of every lesson
- Short-term assessments are used to check that children grasp the main teaching points in a particular lesson, whether they have any misunderstandings that need to be put right, and whether they are ready to move onto the next activity.
- Short-term assessments are used to help adjust day-to-day lesson plans and brief any support staff or adult helpers about which children to assist, and how to assist them.
- Teachers will use a variety and range of strategies as appropriate in order to make their judgements. Discuss / Guide work / Ask and answer questions / Observe / Help / Encourage / Challenge / Mark work / Review / Listen to / Respond to / Praise / Recognise and handle misconceptions
- Short, informal tests, quizzes, exercises and activities may also be used. These can be written or oral.

Medium-term Teacher Assessments

Medium-term assessments are used to identify children's progress over time in relation to the key objectives. They:

- are used to find out additional information – what a child knows and can do independently, whether skills can be applied in a new context and whether any weaknesses remain
- are used to identify children's progress against individual targets
- give information to help plan for the next block or unit of work

- provide information to feed into end-of-year assessments
- are used as a basis for discussion with parents and report

Formal, Summative or Long-term Teacher Assessment

‘Statutory teacher assessment involves teachers using knowledge gained from everyday assessments to make and record their judgements on pupils’ overall attainment at the end of a key stage. The judgements made by teachers at the end of KS1 have priority over the Statutory Test results, but at KS2 they have equal weighting.’

Long-term assessments are important in each year group, not just at the end of the Foundation Stage or a Key Stage. Their purposes are to:

- assess pupil’s work against the key objectives for the year,
- at the end of a key stage, assess pupil’s work against national standards,
- give supplementary information about individual children’s attainment and progress so that this can be reported to parents and the child’s next teacher,
- help the school set targets for future years,
- allow the head teacher to brief the governing body, the staff and others on overall progress and attainment in the school as a whole, including progress towards school, LA and national targets.

Standardised Long-term Assessment

Long-term assessments can also be made using standardised materials. The Foundation Stage Profile, Statutory Tests at the end of Year 2 and Year 6, and the PIRA / PUMA tests provide age related data which can be used to:

- monitor pupil attainment
- judge overall standards and progress towards, school, LA and national targets
- provide evidence of possible weaknesses, which can be tackled in the next phase of teaching.

Organisation and Management

Short-term Assessments

Short term assessments are made on a daily basis in every lesson and may be planned or impromptu. Teachers communicate the learning objectives to their pupils at the start of every lesson and constantly review and assess the learning that is taking place. Teachers record any significant assessments on their lesson plans and use them to inform future plans. Teachers communicate their assessments to their pupils orally in the lessons or through their marking.

Medium-term Assessments

Medium term assessments focus on key learning objectives identified within the planning. Records include:

- At the end of each topic or unit of work in science, ICT, R.E and the foundation subjects, teachers assess their pupils’ progress against the unit expectations. Where a child’s progress differs markedly from that of the rest of the class, the teacher will note this and the reasons for the difference on the planning sheet and use this information to inform their future planning

Long-term Assessments

Long term assessments include:

- For Year 1 – Year 6 children, they will sit a PIRA and PUMA test towards the end of each term (3 times per year)
- For Year 1 – Year 6 children, the teachers will assess a hot write to provide a level using Big Write (3 times per year)
- For Year 2 children in the summer term statutory SATs tests for reading and maths are carried out
- For Year 6 children in the summer term statutory SATs tests for reading, SPAG and maths are carried out

Reporting to parents

Parent consultation evenings and annual reports provide an opportunity to review a child’s progress to date, discuss strengths and weaknesses and set targets for future development. They are a key aspect of the assessment process.

The school holds two parent consultation evenings, one in the Autumn Term and another in the Spring Term and provides an annual written report towards the end of the academic year.

Reports include:

- Information on how the child is performing in relation to national standards
- Information on the progress the child has made
- information about whether the child is happy, settled and behaving

- Areas for development and improvement

Marking and Feedback

Marking is an essential part of the learning process and as such is an important way of informing the pupils of teacher expectations. Marking also enables a pupil to know how well they are doing and helps them to know how to improve. Marking enables a teacher to give advice to pupils in both written and verbal forms, as well as giving teachers the information they need in order to alter and match their short-term planning to ensure their lessons meet the needs of the class, groups or individual pupils.

Organisation and Management

- 1) Comments should always be legible and written in the style of handwriting which is taught to the children.
- 2) Comments should be written in child friendly language and linked to the TWWGBA (Today We Will Get Better At) for that piece of work.
- 3) Marking should be carried out quickly and where possible be built into the lesson structure to encourage discussion of the points made.
- 4) Following some lessons DIRT (Dedicated Improvement and Reflection Time) may be used for teachers to identify focussed or extension work for children to do in the first 10 minutes of the following lesson in that subject.
- 5) The adult's professional judgement is the key factor to assessment. Each piece of work should be marked by a member of staff. Marking can take many forms as it must meet the needs of the task and individual pupils.

Our marking expectations are:

- At the top of each piece of work, the learning objective needs to be written as a TWWGBA (Today We Will Get Better At) as well as the date.
- Next to this, 3 circles should be drawn and in one circle the stage of work should be indicated (B = basic, A = advancing or D = deep) and the face (how the child feels they got on) and SID (whether the child was supported, independent or discussed).
- If during the lesson an adult speaks to a child to move them on or to guide them, VF (Verbal feedback) should be written in pink followed by a brief comment to show how they intervened
- When the children have finished their work, they need to show how well they feel they have achieved the learning objective using a face notation (See Appendix 1 for agreed notations) next to the TWWGBA
- In KS2, they should also indicate how they completed the piece of work, e.g. independently, supported etc. In KS1 this should be completed by the adult. (See Appendix 1 for agreed notations)
- The adult will then indicate if they agree with the child's self-assessment using highlighters and will colour the TWWGBA using the following code:
 - ❖ Pink – Need to improve to meet the TWWGBA
 - ❖ Yellow – Partly achieved the TWWGBA
 - ❖ Green – Fully achieved the TWWGBA
 If the adult marking the work is not the class teacher, then the adult should sign their initials.
- If the child has not fully achieved the TWWGBA, the adult will make a comment and a follow up task indicated by a wish in a pink pen. There will be less evidence in KS1 of this as they will use more verbal feedback within the lessons. The child should respond to this prompt using their "Purple Pen". The teacher will acknowledge this response.
- Not all incorrect spellings should be identified. Choose up to three words which a child should be reasonably expected to spell or which are topic related, write these correctly at the end of the piece of work with a wish, which the child should write three times.
- If an adult is scribing answers for a child, or writing what the child's marks mean, this should be done in a green pen.
- Hot Writes should be marked in depth identifying what has gone well and areas for improvement.
- Correct answers in Maths should be marked with a ✓ and incorrect answers should be marked with a x.
- It is expected that supply teachers will mark the children's work when they teach the class. If they do not do this, "Supply" will be written on this piece of work.
- Pupils should also be encouraged to mark aspects of their own or another pupils work when appropriate. This is in order to develop the pupils understanding of standards and expectations and to improve their

own self-assessment skills. The children will be taught how to mark each other's work using the same notation as the adults use.

- 6) If an adults marking identifies a similar weakness within the work of a significant number of pupils or a significant weakness in one particular child's piece of work, then it may be more appropriate not to mark in detail, but to plan a further opportunity to reteach and redo the activity, and write more detailed comments for this second piece. It is likely that this is identified in the assessment section on the teacher's short-term planning.

Responsibility

The class teacher has overall responsibility for ensuring the principles of marking are put into practice within their own classroom. Teachers will allocate marking to an LSA, as they have all been trained to mark following the school's agreed procedures.

Monitoring and review

The Leadership team is responsible for monitoring the implementation of this policy. They observe practice in the class, inspect samples of the children's work and monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.