

# Paddox School Teaching & Learning Policy

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# 1. Aim

To set the guidelines of agreed principles and approaches that underpin the teaching and learning in our school.

# 2. Vision & Values

## Vision Statement

At Paddox Primary School we aspire to excellence for the whole community, celebrating the strengths and unique qualities of every member of our school.

We deliver this through the following values:

**R**especting all who contribute to our school community

**E**ncouraging excellence and enjoyment in the academic and extra-curricular life of school.

**A**chieving high quality results, through good progress, ensuring each child is the very best they can be.

**C**aring for each other and embracing the differences that make each child special

**H**ard work which fosters a life-long love of learning.

# 3. Curriculum

The school follows the national curriculum content and framework of skills and knowledge expected at each year group level. It details expectations in Key Stages 1 & 2, and the EYFS, across the academic year.

## Early Years Foundation Stage

EYFS provides the foundation for all future learning. At Paddox we aim to give children a broad range of knowledge and skills, which provide the right basis for excellent future progress throughout school and life beyond. To ensure this, learning and development opportunities are planned around the needs and interests of each child and are assessed and reviewed regularly. It is the adult's role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skilfully and sensitively with children. We teach the Early Years Foundation Stage curriculum which combines the development of personal, social and emotional skills, opportunities for child initiated learning and a broad curriculum with daily mathematics and literacy learning opportunities. Curriculum content is planned in seven areas of learning and development. There are three prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) and four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

## KS1 and KS2

A cross curricular (DEC) approach through our Discover (History and Forest Schools), Explore (Geography and MFL) and Create (Art, Music, DT) topics ensures enriched, engaging and exciting opportunities for the provision of the key skills, knowledge and understanding within the 2014 National Curriculum. This is in addition to the discrete subjects of Physical Education, Computing and Religious Education, Maths, Basic Skills (grammar, punctuation and spelling) and Science.

## Arts

Learning through the arts is a core principle within our curriculum. We believe that the arts are vital to the development of the child as a whole. The arts stimulate creativity and imagination. They enable children to communicate what they see, feel and think through the use of a variety of processes and materials. The arts provide visual, tactile and sensory experiences and a special way of understanding and responding to the world.

## Speaking and Listening

Language and communication is equally at the heart of children's learning. It is central to social and emotional development and is the main instrument of learning across the curriculum. The ability to communicate effectively and appropriately gives children the capacity to participate fully in our society, letting others know their feelings and emotions, and understanding the feelings and emotions of others. We embrace language and communication in its widest sense and our teaching of the English curriculum reflects this. We know that good communicators check they have understood and have a flexible attitude to getting their message across, including the use of specific language such as scientific vocabulary. We ensure children are able to communicate for a range of purposes, to a range of audiences and in a variety of ways.

## Reading

At Paddox Primary School we encourage all children from their earliest years to see books and other texts (including video-based) as a powerful source of enjoyment, information and understanding, so that they become readers for life by experiencing it as a pleasurable, worthwhile and successful activity. We show a commitment to the secure and early teaching of phonic awareness and understanding of the basic code in order to segment and blend, leading to confident and fluent reading. Children learn to develop continually as critical readers; to reflect on texts and respond to them in terms of the ideas expressed, characters and plots. Our teaching gives children access to books that illuminate their experience, enrich their language and learning and extend their awareness of the wider world. Children learn to choose books for different purposes, occasions, moods, and places (including from the school library) and to know how to look after them. They read both silently and aloud, individually or in groups helping each other.

## Writing

Writing is an important means of recording language in a permanent form. Children start to do this as soon as they enter school. Our teaching builds upon emergent writing, to tap the natural desire of children to communicate, and to support their progress in becoming writers. Writing activities are planned to encourage an awareness of the needs of the audience, including the child, peers, family, staff and the wider community. We recognise the power of writing to organise thinking and to communicate meaning across all areas of learning. Our curriculum organisation means that transcription and compositional skills learnt in lessons are applied across the curriculum in all subjects. Children are encouraged to see writing as an important,

enjoyable and purposeful activity through communicating to different audiences in the appropriate form. These include messages, letters, cards, books, labels, posters, instructions, reviews, explanations, stories and poems. Children are encouraged to write as individuals and collaboratively in pairs. To motivate learning, children have opportunities to see examples of their writing published in class books and in displays around the school.

### Maths

Mathematics is an integral part of the world in which we live. It provides a means of communication which is powerful, concise and unambiguous. Mathematics is not about answers, it's about processes. Learning to think in mathematical terms is an essential part of becoming an educated person. We support our maths teaching with the Collins Scheme and utilise practical Maths in the outdoor areas regularly.

### Science

Science provides us with an investigative process for developing scientific attitudes, skills and knowledge, which are a means for children to explore, question and understand the world, themselves and other living things. Science is essential to the development of each child. It is a core subject of the national curriculum as well as being a specific aspect of learning (Understanding the World) in the Early Years Foundation Stage. It is a process of the exploration that begins long before the child enters school. We aim to build upon experiences and develop the skills, attitudes and concepts that enable scientific exploration, but science exploration in itself will also develop these skills and attitudes.

### SMSC

Pupils' spiritual, moral, social and cultural learning is promoted across the curriculum and every opportunity is taken to promote their development.

### Protective Behaviours

Protective Behaviours are thoughtful behaviours demonstrated through the attitudes and dispositions we bring to learning. They allow us to cope with the complex and rapidly changing world. They are powerful tools we can use to intelligently navigate the moral, ethical and spiritual challenges we encounter in our increasing complex world.

## 4. Planning

Effective and robust planning, summative and formative assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school.

### **Planning is structured in 3 phases:**

- The Skills and Knowledge continuum outlined in the revised national curriculum. (Statutory in 2014)
- Medium term planning
- Weekly planning

Subject Leaders and the Senior Leadership Team monitor planning regularly.

### **Long Term**

- Teachers plan the year through topics which include the spectrum of expected skills in their year group cohort, reflect the pupils interests and capture rich and meaningful learning opportunities.
- Mathematics follows the Collins programme of work in addition to regular planned opportunities to apply skills across the curriculum.
- Phonics is taught from Reception to Year 2 through a daily phased programme based on LCP planning which includes Letters and Sounds and Jolly Phonics.
- Senior Leaders have the responsibility to ensure that skills and experiences are built on to provide progression.

### **Medium Term**

- The medium term plans outline the scope and sequence of teaching over each half term for all subject areas.
- Detailed units of work are planned for in Maths and are embedded in the Collins scheme of work.
- Detailed units of work are planned for in Grammar using the Nelson Grammar scheme of work.
- Within their year groups teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes (process and product).
- Links between curricular areas are made explicit. They include experiences and outcomes reflecting the arts, 'Protective Behaviours', 'Healthy Lifestyles' and humanities.
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes educational visits and links to our local area as appropriate.

### **Short Term**

- Teachers provide detailed weekly plans for DEC, Mathematics, Basic Skills and Phonics.
- Learning objectives from the 2014 National Curriculum and success criteria (SC) are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit with targeted children named.
- Weekly planning identifies independent activities and guided sessions. This is where a group of children work for part of the lesson with the teacher or another adult.
- Medium term and weekly plans demonstrate evaluation through annotations and notes.

## **5. Assessment & Reporting**

### **Assessment**

There are a range of assessment procedures in place in school which fall broadly into two areas, Assessment for Learning (AFL), and assessment which tracks progress of individuals and groups (A yearly assessment cycle that monitors

individual and group attainment and progress rigorously – see Appendix 1).

### **Assessment For Learning**

Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written is given to learners during lessons and through the marking of books.

Targets provide clear next steps for children's learning in Reading, Writing and Maths. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress.

Next steps marking and self and peer assessment are an expectation and are embedded throughout the school.

### **Assessment to track progress**

- A clear assessment cycle is established in the school to support the robust tracking of progress of both individual children and groups of children.
- Challenging targets for individual pupils are set half termly in reading, writing and maths and agreed in partnership between the class teachers and the child through half-termly 'Assertive Mentoring Interviews'.
- These targets are set against both attainment data from the previous academic year and against expected stages of progress; this enables children who need accelerated progress to meet those stages, to be identified early.
- These targets are communicated to parents through half-termly 'Pupil Profiles'.
- Children are assessed half-termly in Maths, Writing, Reading and GPS. These results are shared with parents termly.
- The data from these assessments form the basis of pupil progress reviews between the Headteacher and the Class Teachers at the end of each term.
- A robust moderation and analysis of progress of specific cohorts and significant groups is made by the Senior Leaders These reports inform the Pupil Progress Reviews that take place termly.
- School Reports to parents are issued in July.

## **6. Record Keeping**

Class teachers are responsible for keeping up to date Planning Folders which include the following information:

- Class lists & pupil information
- Information with regard to EAL, Ethnicity, FSM, medical and dietary needs
- Attainment data including Targets, pupil Progress data and reviews, IEPs and relevant and appropriate inclusion information
- Grouping information

Class Teachers are responsible for regular Assessment for Learning practices and

the marking of books in line with the schools assessment and marking expectations.

## 7. Communication (within school and with parents/carers)

### **Within school**

- Teachers are expected to regularly share and discuss record keeping information, books and planning at staff meetings.
- Pupils Targets, progress and attainment are monitored and discussed regularly with Subject Leaders and the Leadership in line with roles and responsibilities.
- All class teachers carry out a 'Transition Meeting' at key transition points in the year, or when required, to communicate record keeping and planning information with new class teachers.

### **With parents and carers**

- School Staff from Reception to Year 3 are in the playground at the end of the day to encourage informal communications as well as all year groups being available by e-mail.
- Teachers provide termly letters which outline key topics, learning and information for the term.
- Following regular assessment weeks half termly, individual targets are shared with pupils and parents, in reading, writing and maths as a 'Pupil Profile'.
- Annual reports go home at the end of the academic year. Parents are encouraged to meet with teachers and staff working with their child to discuss the report.

### **With Pupils**

- Next steps marking and self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with, reflect on and respond to opportunities to improve their own learning.
- Regular class meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council, made up of elected representatives from Years 1 to 6, is established at the start of each year to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts and opinions in the day to day running of the school and wider school development.

## 8. The Learning Environment

We believe our school must provide its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well-organised and resourced. Displays are an integral part of the learning environment and they are expected to celebrate children's learning, reflect the cultural diversity of the school community and support learning.

## 9. Learning outside the classroom

It is an expectation that teachers, as part of their classroom programme, explore and apply learning opportunities contextually outside of the classroom environment. We believe it is important to ensure pupils know how to manage themselves safely in their local community.

Key to the success of this will be:

- The use of the playground and school spaces beyond the classroom as a learning resource including Forest Schools and the Discovery Classroom
- The use of the local community
- Providing opportunities to enrich, extend and apply school work through home learning.

## 10. Teaching & Learning times

	KS1		KS2	
School Day	8:55am – 3:20pm		8:55am – 3:20pm	
Registration	5 minutes per day		5 minutes per day	
Collective worship	15 minutes per day		15 minutes per day	
Break times	1 hour 25 minutes		1 hour 15 minutes	
Sessions in school	9:00 – 10:00 10:30 – 11:45 12:45 – 2:00 2:10 – 3:20	1 hour 1 hr 15 min 1 hr 15 min 1 hr 10 min	9:00 – 10:30 11:00 – 12:15 1:15 – 3:20	1 hr 30 min 1 hr 15 min 2 hr 5 min
Daily total		4 hrs 40 min		4 hrs 50 min
Weekly total		x5 23 hrs 10 min		x5 24 hrs 10 min
Religious & Collective Worship	1 hr 40 min per week		1 hr 40 min per week	
Total time in school	24 hr 50 min		25 hr 50 min	

## 11. Assessment

### EYFS

Assessment plays an important part in helping teachers recognise children's progress, understand their needs and plan activities and support. Ongoing assessment (formative assessment) is an integral part of the learning and development process.

Reception children undergo a baseline assessment within their first three weeks and the school uses the 'NFER Reception Baseline Assessment' for this. The results of these assessments are then input into the schools tracking system. All further assessment is then based on ongoing observations, which record the progress each child is making from their baseline on entry.

Progress towards the Early Learning Goals (ELG) is teacher assessed regularly through the Development Matters document and then evaluated and also transferred on to the

school's tracking system at the end of each term. These regular assessments throughout the Reception Year are across all aspects of learning and development and track children's progress in each aspect of the three prime areas and each aspect of the specific areas (17 aspects in all).

Summative Assessments:

- Baseline assessment completed in the first 3 weeks.
- Term one – end of Autumn Term summary
- Term two – end of Spring Term summary
- Term three – Statutory Early Years Foundation Stage Profile against ELG

At Paddox judgements for each child are made through a combination of observations and recorded work, this is all collated in an individual Learning Journal.

Learning Journals contain a mixture of child initiated activities, observations by adults and pieces of work from adult directed activities.

Adult directed work is included in the Learning Journal and marked according to the whole school marking policy; this should be done with the child present wherever possible. Child initiated work, such as creative pieces and play-based writing, are also included in the learning journal and is annotated. Annotations include the date of the work, a reference to Development Matters age related bands and/or Characteristics of Learning and a brief description of how the child created the product if possible.

Observations of child initiated and independent activities can use photographic evidence or be solely written records. Observations are dated and linked to a specific assessment criteria and/or Characteristics of Learning. Photographic observations are kept on the 2simple 2buildaprofile application and then printed to be added to the Learning Journal. Extended observations are completed half termly. All staff members contribute to the observations and Learning Journals so that an individual's profile is built up over the year which informs the teacher's assessments and the EYFS Profile. This is the statutory assessment at the end of Reception year.

Parents and carers receive formal termly feedback through two parents' evenings and one end of year report. The end of year report details the Early Years Foundation Stage Profile assessment against the ELG.

In addition, informal dialogue with parents and carers is shared on a daily basis and all staff aim to engage with all parents and carers in order to ensure that the welfare of the child is of paramount importance.

## Y1-6

With the removal of National Curriculum Levels, the following outlines our approach to assessment at Paddox Primary School.

- Teacher assessments are completed five times a year using 'Assertive Mentoring'. This contains expectations for every year group against the national curriculum, in the form of a spreadsheet, for Writing, Numeracy and Reading. A GPS spreadsheet has been created to complete the same objective.
- The 'Assertive Mentoring' tests in GPS, Numeracy and Reading are used for the half termly assessment alongside teacher assessment. Extended writes done in class are used to assess Writing. Teachers use spreadsheets to record the child's ability to apply the National Curriculum learning objectives, which produce a 'sub-stage' this is then used alongside teacher assessment to award an accurate 'sub-stage'.

- Mentor meetings are held following each assessment period – class teachers talk with each child in their class (1:1) about progress towards their targets and set them new targets for Writing, Reading and Numeracy. A general conversation about the child’s learning and well-being is also had.
- Pupil-progress meetings are held following every assessment period – class teachers discuss progress and attainment of their children and interventions groups are identified and adjusted accordingly.
- All of data is then put onto O-track for whole school analysis.

Vocabulary used to identify the 4 ‘sub-stages’

Emerging	Developing	Securing	Ready
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- Stages are from 0-7, the stage is in-line with the year group e.g. Year 2 = Stage 2.
- We have identified that ‘Good’ progress will enable children to make 4 ‘sub-stages’ of progress throughout the year.
- ‘Good’ progress therefore equates to 4 points progress per year, equating to 1 point in the Autumn and Spring term and 2 in the Summer term. This enables us to effectively monitor and challenge during the pupil progress meetings.
- Children must achieve ‘Ready’ twice to move onto the next stage so that ‘greater depth’ is achieved within their year group national curriculum expectations.

The following table provides guidance on what we expect for progress in each year group over a year.

## 12. Monitoring & evaluation of the policy

The implementation of the policy will be monitored through:

- Lessons observations
- Planning scrutiny
- Book Scrutiny
- Pupil progress reviews
- Pupil Interviews

The policy is reviewed biannually by the SLT and the Standards Committee.

## PAM ATTAINMENT AND PROGRESS Long Term Targets GUIDANCE

KEY: **E** = Emerging, **D** = Developing, **S** = Secure and **R** = Ready (Mastery Level).

ATTAINMENT		Baseline	End of Year Expectation	PROGRESS	SEND/Most Able
Reception	<b>Stage 0</b>	<Stage 0	Stage 1 Ready	Pupils are expected to make <b>4 steps</b> over the year for GOOD progress. <b>5 steps</b> over the year is OUTSTANDING progress. E.g. a pupil who was <i>secure</i> will become <i>next stage ready</i> .	Pupils may be on the stage above or below (as agreed by SLT) but are still expected to make <b>4 steps</b> progress. E.g. A SEND pupil may move from baseline emerging to next stage emerging.
Year 1	<b>Stage 1</b>	Stage 1 Ready	Stage 2 Ready		
Year 2	<b>Stage 2</b>	Stage 2 Ready	Stage 3 Ready		
Year 3	<b>Stage 3</b>	Stage 3 Ready	Stage 4 Ready		
Year 4	<b>Stage 4</b>	Stage 4 Ready	Stage 5 Ready		
Year 5	<b>Stage 5</b>	Stage 5 Ready	Stage 6 Ready		
Year 6	<b>Stage 6</b>	Stage 6 Ready	Stage 7 Ready		

### GOOD In-Year Expectations:

	Baseline	Assessment Point 1	Assessment Point 2	Assessment Point 3	Assessment Point 4	Assessment Point 5	Assessment Point 6
<b>Stage 0</b>	Reception Baseline	Stage 0 Emerging	Stage 0 Emerging	Stage 0 Developing	Stage 0 Developing	Stage 0 Secure	Stage 1 Ready <i>Expected</i>
<b>Stage 1</b>	Stage 1 Ready	Stage 1 Emerging <i>Stage 1 Ready Catch-Up</i>	Stage 1 Emerging	Stage 1 Developing	Stage 1 Developing	Stage 1 Secure	Stage 2 Ready
<b>Stage 2</b>	Stage 2 Ready	Stage 2 Emerging <i>Stage 2 Ready Catch-Up</i>	Stage 2 Emerging	Stage 2 Developing	Stage 2 Developing	Stage 2 Secure	Stage 3 Ready
<b>Stage 3</b>	Stage 3 Ready	Stage 3 Emerging <i>Stage 3 Ready Catch-Up</i>	Stage 3 Emerging	Stage 3 Developing	Stage 3 Developing	Stage 3 Secure	Stage 4 Ready
<b>Stage 4</b>	Stage 4 Ready	Stage 4 Emerging <i>Stage 4 Ready Catch-Up</i>	Stage 4 Emerging	Stage 4 Developing	Stage 4 Developing	Stage 4 Secure	Stage 5 Ready
<b>Stage 5</b>	Stage 5 Ready	Stage 5 Emerging <i>Stage 5 Ready Catch-Up</i>	Stage 5 Emerging	Stage 5 Developing	Stage 5 Developing	Stage 5 Secure	Stage 6 Ready
<b>Stage 6</b>	Stage 6 Ready	Stage 6 Emerging <i>Stage 6 Ready Catch-Up</i>	Stage 6 Emerging	Stage 6 Developing	Stage 6 Developing	Stage 6 Secure	Stage 7 Ready

NB. Pupils who are above or below baseline follow the same planned trajectory.

### E.g. What if a pupil reaches their target **early**? What if a pupil **does not reach** their target?

	Baseline	Assessment Point 1	Assessment Point 2	Assessment Point 3	Assessment Point 4	Assessment Point 5	Assessment Point 6
Stage 1	Stage 1 Ready	Stage 1 Emerging	Stage 1 Emerging	Stage 1 Developing	Stage 1 Developing	Stage 1 Secure	Stage 1 Secure
<b>PUPIL</b>	Stage 1 Ready	Stage 1 Emerging	<b>Stage 1 Developing</b>	Stage 1 Developing	Stage 1 Secure	Stage 2 Ready	<b>Stage 2 Emerging</b>
<b>PUPIL</b>	Stage 1 Ready	Stage 1 Emerging	Stage 1 Emerging	<b>Stage 1 Emerging</b>	<b>Intervention/Acceleration Stage 1 Developing</b>	Stage 1 Developing	<b>Stage 2 Ready</b>

NB. This pupil would have made outstanding progress. NB. Intervention should accelerate progress so that a pupil is back on track swiftly at the next Assessment Point

### E.g. What if a pupil does not reach their age related expectation by the end of the year?

If a child (not SEND) reaches **ARE Stage Developing** at the end of the year, this is a cause for concern. During the first half term of the new academic year intervention is required for that child to make accelerated progress and catch-up to the **previous ARE Stage Secure**. Once this happens, the child may then 'skip' the **previous ARE Stage Ready** and move straight on to **ARE Emerging** in the second half term. This will maintain high expectations and ensure that our pupils maintain high levels of attainment and progress every year.

## Appendix 1 – Annual Assessment Timetable

<b>When</b>	<b>Which Assessments?</b>
<b>Beginning of the Year</b>	<b>Complete EYFS Baseline Assessment</b>
<b>At the end of Aut 1</b>	Maths – Assertive Mentoring Test Writing – teacher assessment Reading – teacher assessment GPS – Assertive mentoring Test Meet with pupils to review and set new targets
<b>At the end of Aut 2</b>	Maths – Assertive mentoring Test Writing – teacher assessment GPS – Assertive mentoring Test Reading – PIRA Test Assess DEC Learning Objectives Write relevant DEC report comment EYFS – Assess against Development Matters Meet with pupils to review and set new targets
<b>At the end of Spr 1</b>	Maths – Assertive Mentoring Test Writing – teacher assessment Reading – teacher assessment GPS – Assertive mentoring Test Meet with pupils to review and set new targets
<b>At the end of Spr 2</b>	Maths – Assertive mentoring Test Writing – teacher assessment GPS – Assertive mentoring Test Reading – PIRA Test Assess DEC Learning Objectives Write relevant DEC report comment EYFS – Assess against Development Matters Meet with pupils to review and set new target
<b>At the end of Sum 1 (not Y2 or Y6)</b>	Maths – Assertive Mentoring Test Writing – teacher assessment Reading – teacher assessment GPS – Assertive mentoring Test Meet with pupils to review and set new target
<b>At the middle of Sum 2 (not Y6)</b>	Maths – Assertive Mentoring Test Writing – teacher assessment GPS – Assertive Mentoring Test Reading – PIRA Test Assess DEC Learning Objectives Write relevant DEC and all other report comments EYFS – Assess against Early Learning Goals Meet with pupils to review and set new targets for first half term of the new year.